

The Differentiated Classroom



Differentiating the Reading Task

When differentiating the reading task, groups of students could record the main idea of each (reading for main idea), write questions they had as they read (promoting metacognition) or statements that triggered specific thoughts (making connections). Any of these tasks would engage students in thinking more about their understanding while also allowing us to vary the reading experience intentionally. Choice boards also work well when differentiating the task. Regardless of the learning path, students need Teachers to model the response and offer reading strategies that support the emphasized reading skills.

Reading Choice Board

Independent Reading Choice Board

As you read independently, you must complete at least 3 of the items on the board.

Create a comic strip of a scene in your book.	Write a song or poem about your book.	Create a character map of one of the main characters in your story.
Write a book review for others to learn about your book. Don't spoil anything!	Pretend you're the director and you are turning your book into a movie. Create a script for one scene in the movie.	Create a movie poster to advertise your book as a movie.
Create a booklet about your book. Include the main characters, story line, interesting moments, and your favorite parts.	Write a journal entry from the point of view of one of the characters in your book.	Write a one page summary of your book.

Math Choice Board










Name _____ Date _____

Place Value, Numbers, and Operations Choice Board

Complete a row, column, diagonal, or the four corners. You may complete this choice board in any order. The "Free Choice" space allows you to submit a suggestion to Ms. Roult for approval.

Create a crossword puzzle using the Discovery Education website on the computer. (See the back for details.)	Complete cards 11-20 of a Marcy Cook Math Tiling Tasks bag. (Attach the tracking sheet to your choice board.)	Create a War-style card game using index cards. (See the back for details.)
Create a colorful board game with word problems to practice a skill. (See the back for details.)	Free Choice	Complete a puzzle from the puzzle box. (Attach the puzzle to your choice board.)
Complete one set of ATMS Education "Blockout Puzzles". (Attach the puzzles to your choice board.)	Create an "I Have, Who Has" game that allows everyone to participate. (See the back for details.)	Complete cards 1-10 of a Marcy Cook Math Tiling Tasks bag. (Attach the tracking sheet to your choice board.)

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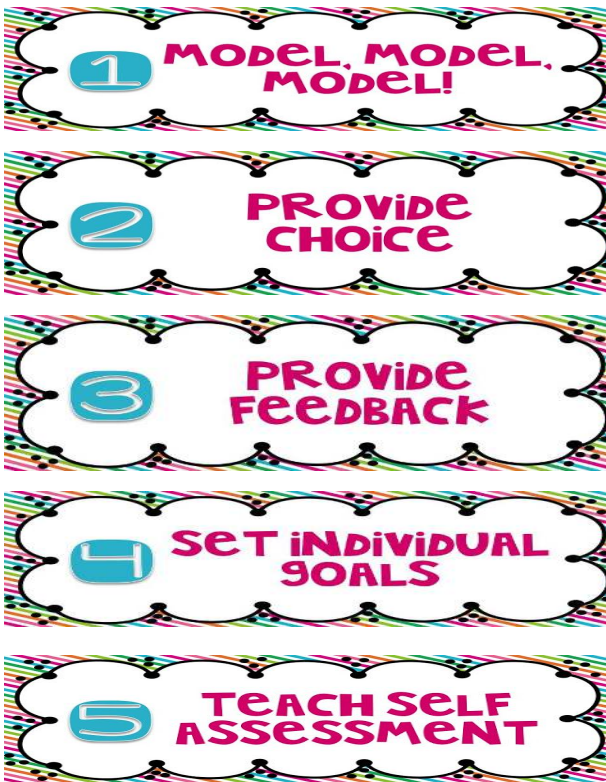
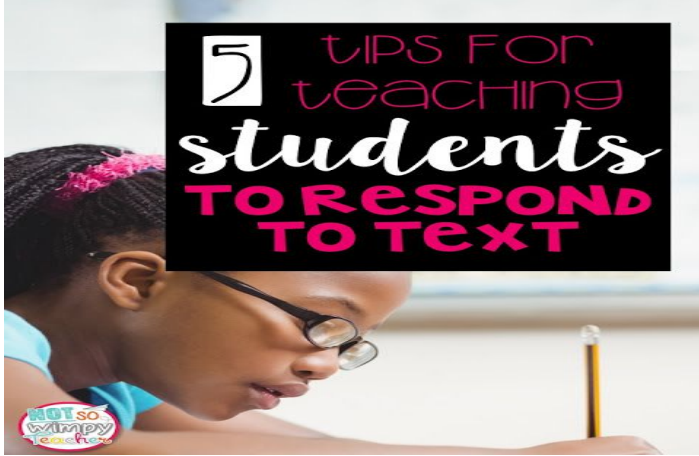
Marzano's High Yield Strategies		
 <p><u>Similarities and Differences</u></p> <p>Enhance students' understanding of and ability to use knowledge.</p> <p>45 percent gain</p>	 <p><u>Summarizing and Notetaking</u></p> <p>Provide students with tools for identifying and understanding the most important aspects of what they are learning</p> <p>34 percent gain</p>	 <p><u>Reinforcing effort and providing recognition</u></p> <p>Teach that hard work leads to success; stimulates motivation and enhances achievement</p> <p>29 percent gain</p>
 <p><u>Homework and Practice</u></p> <p>Extend the school day and provides students with opportunities to refine and extend their knowledge.</p> <p>28 percent gain</p>	 <p><u>Nonlinguistic representations</u></p> <p>Help students understand content in a new way. These can range from graphic organizers to physical knowledge</p> <p>27 percent gain</p>	 <p><u>Cooperative Learning</u></p> <p>Develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing</p> <p>27 percent gain</p>
 <p><u>Setting Objectives and Providing Feedback</u></p> <p>Establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement.</p> <p>23 percent gain</p>	 <p><u>Generating and Testing Hypotheses</u></p> <p>Involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples.</p> <p>23 percent gain</p>	 <p><u>Cues, Questions and Advance Organizers</u></p> <p>Help activate prior knowledge, stimulate analytical thinking and promote deeper learning.</p> <p>22 percent gain</p>

According to Marzano's research, effective teachers:

- **Set goals.**
- **Provide feedback.**
- **Help students interact with new knowledge.**
- **Provide students with simulations and low-stakes competition.**
- **Engage with students, allowing them to talk about themselves and noticing when they aren't engaged.**
- **Establish and maintain classroom rules.**
- **Maintain relationships with students.**
- **Communicate high expectations.**

According to Marzano, teachers who set goals, check for understanding and give positive feedback for student progress will be effective. He also suggests that teachers should help students interact with new information by chunking smaller sections and then checking for understanding, using media, making predictions, and responding in writing. The more engagement and ownership of the learning, the more students will retain.

Information from Classroom Instruction that Works, Marzano, Pickering and Pollock, 2001.



<https://www.notsowimpyteacher.com/2015/09/5-tips-for-teaching-students-to-write.html>

Math Curriculum Resources

- <http://www.commoncoresheets.com/>
- [MAP to KhanAcademy: Khan Academy Practice Exercises Correlated to RIT for Common Core Math MAP Grades 2-5](#)
- [MAP to KhanAcademy: Khan Academy Practice Exercises Correlated to RIT for Common Core Math MAP Grade 6+](#)
- <http://www.hoodamath.com/games/walkthroughs/hoodamathescaperoombismarck.html>



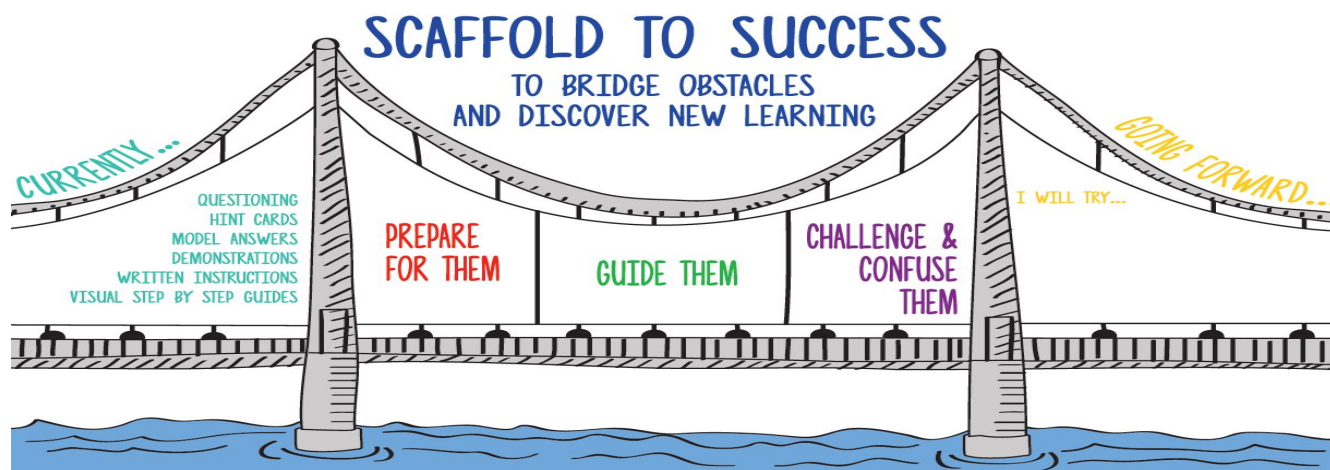
- <http://www.insidemathematics.org/tools-for-educators>

Reading Curriculum Resources

- <https://newsela.com/>



- <https://achievethecore.org/>
- <https://www.flocabulary.com>



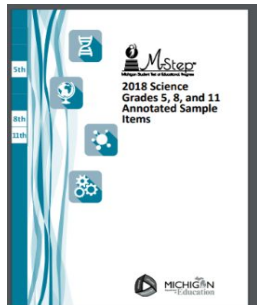
Scaffolds are the sequential steps that lead to mastery of a skill or a deeper understanding of a skill or concept. The teacher models or demonstrates how to solve a problem, and then step back, offering support as needed. The theory is that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently.

10 Ways to Scaffold by We Are Teachers

1. **Give mini-lessons.** - Break new concepts down into bite-sized pieces that build on one another. Teaching a series of mini-lessons provides students with a safety net that moves them progressively toward deeper understanding.
2. **Model/demonstrate.**
3. Describe concepts in multiple ways.
4. Incorporate visual aids.
5. Give students talk time. Be sure to give kids plenty of time to process new information by partnering them up or breaking into small groups. Have them articulate concepts in their own words to one another.
6. **Give students time to practice.**
7. During lessons, **check for understanding**.
8. **Activate prior knowledge.** Show students the big picture. Make connections to concepts and skills students have already learned. Connect to experiences they have had such as field trips or other projects.
9. **Front-load concept-specific vocabulary.** Arm students with specific academic language they will need to understand ahead of time so that vocabulary doesn't become a stumbling block to higher-level learning.
10. **Set students up for success.** Describe the purpose of the assignment, and give them concrete examples of the learning goals they are expected to achieve. Give them clear directions and show them exemplars of high-quality work. Finally, provide them with a rubric so they know exactly what to do to successfully master the concept.

M-STEP Sample Items

Grade	English Language Arts (ELA) Sample Items	English Language Arts (ELA) Answer Key
3	Grade 3 ELA Sample	Grade 3 ELA Answer Key
4	Grade 4 ELA Sample	Grade 4 ELA Answer Key
5	Grade 5 ELA Sample	Grade 5 ELA Answer Key
6	Grade 6 ELA Sample	Grade 6 ELA Answer Key
7	Grade 7 ELA Sample	Grade 7 ELA Answer Key
8	Grade 8 ELA Sample	Grade 8 ELA Answer Key

Grade	Mathematics Sample Items	Social Studies Sample Items	Science Sample Items
3	Grade 3 Math Sample	N/A	 <p>http://www.michigan.gov/documents/mde/2018_M-STEP_Annotated_Sample_Items_test_614886_7.pdf</p>
4	Grade 4 Math Sample	N/A	
5	Grade 5 Math Sample	Grade 5 Social Studies Sample	
6	Grade 6 Math Sample	N/A	
7	Grade 7 Math Sample	N/A	
8	Grade 8 Math Sample	Grade 8 Social Studies Sample	
11		Grade 11 Social Studies Sample	