Differentiated Instruction and the English Language Arts Common Core Standards

Forum for Innovative Leadership • June, 2012

Presented by
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What is differentiation?

What are types of differentiation?
Differentiated Instruction is consistently using a variety of instructional approaches to modify

- **content** (what students need to learn)
- **process** (how they will learn it) and/or
- **products** (how they will show what they have learned)

in response to readiness, learning style, and interest of academically diverse students.

Source: from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Tomlinson
Examples of differentiation by...

- readiness
- interest
- learning profile
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an <strong>article</strong> about how characters in the novel are influenced</td>
<td>Lead a <strong>class discussion</strong> focusing on how the protagonist and antagonist</td>
</tr>
<tr>
<td>positively and negatively by the historical setting.</td>
<td>are each influenced by the historical setting.</td>
</tr>
<tr>
<td>Create a <strong>PowerPoint</strong> or <strong>photo album</strong> to show the positive and</td>
<td>Design a <strong>poster, bulletin board, or mural</strong> showing how characters are</td>
</tr>
<tr>
<td>negative influences of the historical setting on characters.</td>
<td>positively and negatively influenced by the historical setting.</td>
</tr>
<tr>
<td>Create a <strong>musical collage</strong> to depict the historical setting.</td>
<td>Teach one or two others about how the historical setting was an influential</td>
</tr>
<tr>
<td></td>
<td>factor in characters’ actions.</td>
</tr>
<tr>
<td></td>
<td>Give a <strong>presentation with musical accompaniment</strong> to express the influence</td>
</tr>
<tr>
<td></td>
<td>of the historical setting.</td>
</tr>
<tr>
<td></td>
<td>Describe <strong>how you feel</strong> about the ways characters reacted to their</td>
</tr>
<tr>
<td></td>
<td>historical setting.</td>
</tr>
</tbody>
</table>
Choose one book from the list to read. Address the guiding question through an interview, poem, music lyrics, or art with writing.

**HOW DO THE CHALLENGES CHARACTERS FACE IMPACT OTHER CHARACTERS OR THE PLOT?**

- *Aldo Applesauce* by Johanna Hurwitz
- *Family Under the Bridge* by Natalie Savage Carlson
- *The Boxcar Children* by Gertrude Chandler Warner
- *The Chalk Box Kid* by Clyde Robert Bulla
- *Freckle Juice* by Judy Blume
Choose a historical figure. Then write a short biography to share with the class that addresses this guiding question:

Why is this individual a hero? How is his/her heroism linked to freedom?

Anne Hutchinson
Benjamin Franklin
Thomas Jefferson
Abraham Lincoln
Frederick Douglass
Harriet Tubman
Martin Luther King, Jr.
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmful bacteria</td>
<td>Judge</td>
<td>Confession</td>
<td>Do research on one helpful bacterium. Tell the story of your life of crime. Include details on how you get needed materials, reproduce, and your preferred target. Of course, you will need to include details on your crimes. Be specific and explain how your victims fight back. Expected length: 1 ½ pages. Include a picture of yourself in action.</td>
</tr>
<tr>
<td>Protist rock star</td>
<td>Protist fans</td>
<td>Song lyrics</td>
<td>Choose a protist and research characteristics of its environment, structure, energy requirements, and reproduction. Incorporate these details into a song that has at least two verses and a chorus. Include a cover to the song’s CD case that includes a picture of the star.</td>
</tr>
</tbody>
</table>

Source: *Differentiation for the Adolescent Learner: Accommodating Brain Development* By Glenda Beamon Crawford
Read your assigned text. Then, answer these questions:

1. How do government systems balance group and individuals’ rights?

2. How do government structures and systems evolve from contributions of the past?

3. How are governmental structures and systems alike and different?

4. When needs go unmet, how do society members challenge government systems and structures?
Some ways to differentiate by...

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Choice of books</td>
<td>● Anchor activities</td>
<td>● Graduated rubrics</td>
</tr>
<tr>
<td>● Jigsaw</td>
<td>● Cubing</td>
<td>● Community mentorships</td>
</tr>
<tr>
<td>● Organizing ideas through graphic organizers</td>
<td>● Dialectical journals</td>
<td>● Complex instruction</td>
</tr>
<tr>
<td>● Learning contracts</td>
<td>● Exit cards</td>
<td>● Independent Study</td>
</tr>
<tr>
<td>● Multiple texts</td>
<td>● Games</td>
<td>● Interest options</td>
</tr>
<tr>
<td>● Reciprocal Teaching</td>
<td>● Grouping choice</td>
<td>● Multiple intelligence options</td>
</tr>
<tr>
<td>● Tape-recorded materials</td>
<td>● Homework options</td>
<td>● Tic-Tac-Toe</td>
</tr>
<tr>
<td></td>
<td>● Jigsaw Interest groups</td>
<td>● Tiered assessments</td>
</tr>
<tr>
<td></td>
<td>● Literature circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Mini-workshops (reteach or extend)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● RAFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Tiered activities, assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Varied graphic organizers</td>
<td></td>
</tr>
</tbody>
</table>

according to readiness, interest, learning profile.

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What is differentiated in a unit of study?

- **NOT to be differentiated:**
  - Standards
  - Essential understandings
  - Essential unit guiding questions
  - Skills

- **SHOULD BE differentiated:**
  - Resources
  - Teaching Strategies
  - Learning Activities
  - Assessments
Differentiation **does not** mean that every single lesson or unit includes a differentiated content, process, **and** product for **each** student’s interest, readiness level, **and** learning profile.
What are essential questions?

How are they used to frame units and lessons?
“The essential question is conceptual commitment. In a sense you are saying, ‘This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the essential question.’”

Source: Mapping the Big Picture by Heidi Hayes Jacobs
► Read the activities on the next slide.

► Then, think of 2 or 3 guiding questions that begin with *how* and/or *why*.

► Your questions should reflect what ties **ALL** of the activities together. *What is the overarching purpose for doing them?*
• tour a local recycling plant

• collect discarded materials from classrooms; separate garbage from recyclable waste; dispose of materials properly

• view pictures and read articles of the negative effects of environmental abuse; create a public service announcement

• respond to writing prompt: “What can you do to help the earth?”; use www.epa.gov for suggestions

• choose a way to live a greener life from www.benefits-of-recycling.com; complete a graphic organizer based on what you learned; share with the class

What **how** or **why** question tie together ALL of these activities?
Possible Guiding Questions

- How do human actions modify and affect the environment?
- How can individuals share responsibility for protecting the environment?
- Why should individuals take responsibility for protecting the environment?
- How does recycling generate environmental and financial benefits?
Review the next two slides. Then, think about an answer to this question:

What is the difference between **UNIT** and **LESSON** guiding questions?
**K-12 CCR Anchor Standard for Writing #8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Unit Guiding Question</th>
<th>Lesson Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating and choosing credible sources enables writers to identify effective reasons and supporting evidence to effectively persuade readers.</td>
<td>#5: How and why do I evaluate the credibility of sources?</td>
<td><strong>Lesson 5.1:</strong> What do I need to consider about the sources on the Electoral College that I use?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson 5.2:</strong> How do I decide which source to use (i.e., my textbook, the National Archives website, or <a href="http://www.howstuffworks.com">www.howstuffworks.com</a>)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson 5.3:</strong> How might the tone or style of my sources’ writing on the Electoral College impact its credibility?</td>
</tr>
</tbody>
</table>

Source: joint project with Google, Inc.
**CC Reading for Literature Standard:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL.5.3).

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<th>Unit Guiding Question</th>
<th>Lesson Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing and contrasting the elements of literature within a text help readers delve more deeply into the reading to define ideas, clarify thinking, and improve comprehension.</td>
<td>#2: Why do readers compare and contrast settings, characters, and events in a story?</td>
<td><strong>Lesson 2.1:</strong> Who are the characters in <em>Tuck Everlasting</em>? How are they alike and different? <strong>Lesson 2.2:</strong> What are similar and dissimilar settings in <em>Tuck</em>? <strong>Lesson 2.3:</strong> What events seem similar? How so? <strong>Lesson 2.4:</strong> What specific similarities and differences about particular characters, settings, or events help you to better understand this novel?</td>
</tr>
</tbody>
</table>

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Unit GQ: How can government documents serve as a support or hindrance to citizens?
Characteristics of Essential UNIT Guiding Questions

- **relate** to essential understandings
- may show **relationship** between 2 **concepts**
- void of **proper nouns** to foster **transference**
- cannot be answered with a **list**
- represent the **essence** of the unit
- begin with “**why**” or “**how**”
- are **posted** all unit long
History: A Story Well Told

1. How does the historical setting affect the plot?
2. How do characters change throughout time?
3. How does the theme of conflict present itself in the plot and setting?
4. How do characters address and resolve conflicts?
Essential LESSON

Guiding Questions Characteristics

• are **scaffolded** to get students to answer the unit questions

• focus on at least **one concept or skill**

• begin with **any question word**

• are **personalized** for the unit

• are **posted individually** as lesson objectives
Which of these do your teachers do when writing guiding questions?

1. Focus each question on distinct **concepts** or skills.
2. Design lessons, activities, and assessments around guiding questions as the **purpose for learning**.
3. Write questions so **students understand them**.
4. Consider the **number** of questions.
5. **Sequence** the questions in the order for teaching.
6. **Display** the **unit** guiding questions throughout unit; feature the **lesson** questions as day’s objective.
What are differentiated assessment examples tied to targeted ELA CC Standards?
**CCR Anchor Standard 3 for Language:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCR Anchor Standard 9 for Writing:** Draw evidence from literary or informational texts to support analysis, reflection, or research.

**EXAMPLE 1:** Using evidence from the text, what words can depict this character or topic?
CINDERELLA

shy
gentle
caring
sacrificing
humbled

victim
daughter

monster
mother

hated
demanding
determined

cruel
ugly

STEPMOTHER
Diamante Poem

- **Line 1**: write *one character or topic*; skip to line 7 and write an *opposite character or topic*
- **Line 2**: write two *adjectives* describing character/topic in Line 1
- **Line 3**: write three *participles* (*verb form ending with –ed or –ing*) relating to character/topic in Line 1
- **Line 4**: write four *nouns*; the first two nouns will relate to Line 1; the last two nouns will relate to Line 7
- **Line 5**: write three *participles* relating to character/topic in Line 7
- **Line 6**: write two *adjectives* describing the character/topic in Line 7
- **Line 7**: *opposite character or topic* of Line 1
BEOWULF

---

courageous  reckless

---

celebrated  sacrificing  victimized

---

hero  warrior  --  monster  ambiguous

---

exiled  condemned  resented

---

diabolical  heinous

---

GRENDDEL
NATURAL HIGH

happy

healthy

creating

breathing

succeeding

pure

health

jail

drug

snorting

huffing

dying

unwanted

violent

ADDITION
How about other opposites?

- bullies – non-bullies
- protagonist – antagonist
- neoclassic – medieval (literary periods)
- Charles I – Parliament
- One culture – different culture
- Capulets – Montagues
- Magna Carta – Bill of Rights
- Fiction – nonfiction
- Angiosperms – gymnosperms
- Protons – electrons
- Native Americans – Settlers
**CCR Anchor Standard 1 for Reading:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**EXAMPLE 2:**
What do I learn from the text?
How can I support this?
How does the story’s setting affect this character?

What does another say about the character?

What does the character look like?

Create your own simile for a setting or character in the text.

Create a metaphor for a setting or character in the text.

Compare and contrast two characters in the text.

How can a change in setting affect a character?
### DIE/CUBE PROMPT EXAMPLE: Reading

<table>
<thead>
<tr>
<th>Make a <strong>prediction</strong> and explain your reasoning.</th>
<th>Make and explain a <strong>text-to-text</strong> connection.</th>
<th>What would you say to the <strong>author</strong> if you met her/him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you <strong>learn</strong> from the text? Will this change you?</td>
<td>How would the text change if written from a <strong>different point of view</strong>?</td>
<td>How might you change the <strong>ending</strong> or outcome? What would result?</td>
</tr>
</tbody>
</table>
Are important details in order?

Is there repetition?

Is the main idea in the introduction?

Is the main idea stated clearly?

Does the conclusion restate the main idea?

Is the title punctuated correctly?
What is RAFT?

How is it a useful differentiation strategy?
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What role should the student assume? From whose point of view is the piece written?)</td>
<td>(Who will read, see, or use this?)</td>
</tr>
</tbody>
</table>
# History

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| HISTORICAL FIGURE     | • another historical figure in this same time period  
                       • a citizen who lived during the time of this historical figure  
                       • a historical figure in any time period  
                       • a citizen of any time period (even today) | • formal letter  
                       • historical diary entry or entries  
                       • political document  
                       • set of laws  
                       • propaganda | Answer one or more of these guiding questions in your writing.  
                       • How did political and economic ideas bring about change?  
                       • How did conflict affect people?  
                       • How do leaders affect the outcome of conflict?  
                       • How do leaders support or fail their citizens? |

See website: www.kathyglassconsulting.com
## Literature RAFT

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| CHARACTER in CURRENT NOVEL | • another character in the current novel  
  • character in any other book or short story  
  • a famous person today or a historical figure  
  • the reader  
  • myself (as character in novel) | • informal letter  
  • picture portfolio of drawings and detail captions  
  • personal diary  
  • play script | Answer one or more of these guiding questions in your writing and/or pictures:  
  • How does the setting affect you?  
  • How have you changed and why?  
  • What internal conflicts do you face, and how can you overcome them? |

See website: www.kathyglassconsulting.com
What was daily life like in Medieval society?

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>lord or lady</td>
<td>monarch</td>
<td>persuasive letter</td>
<td>describe anger towards the rise of charters that allowed the peasants to no longer be ruled by them</td>
</tr>
<tr>
<td>merchant</td>
<td>trader from the East</td>
<td>advertisement with illustrations and list</td>
<td>persuade traders to purchase goods</td>
</tr>
<tr>
<td>clergy</td>
<td>God</td>
<td>prayer</td>
<td>how they serve the townspeople</td>
</tr>
<tr>
<td>beggar</td>
<td>self</td>
<td>journal entry</td>
<td>use imagery to describe their life on the streets</td>
</tr>
<tr>
<td>ROLE</td>
<td>AUDIENCE</td>
<td>FORMAT</td>
<td>TOPIC</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>mother</td>
<td>self</td>
<td>diary entry</td>
<td>hardships along the trail</td>
</tr>
<tr>
<td>child</td>
<td>friend or relative</td>
<td>personal letter</td>
<td>what travel is like across the mountains</td>
</tr>
<tr>
<td>shop-keeper</td>
<td>patrons</td>
<td>advertisement with list and illustrations</td>
<td>what is needed to cross the country and why they should come to his store for purchases</td>
</tr>
<tr>
<td>scout</td>
<td>passengers</td>
<td>list with illustrations</td>
<td>what to bring on the trail</td>
</tr>
</tbody>
</table>

♥ What was life like on the Oregon Trail? ♥
How were Native Americans affected by westward expansion?

<table>
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<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American chief</td>
<td>President Polk</td>
<td>formal plea</td>
<td>urging him to forbid the killing of buffalos using sound reasons based on fact</td>
</tr>
<tr>
<td>Native Americans</td>
<td>fellow tribe members</td>
<td>speech</td>
<td>why invading their land is wrong; cite compelling reasons based on fact</td>
</tr>
<tr>
<td>Native American traveler</td>
<td>traveler</td>
<td>map with key, labels of locations and geographical features; cultural document</td>
<td>how to travel from their home to Indian land along the Oregon Trail; appreciation for Native American perspective of land usage</td>
</tr>
</tbody>
</table>
If you want to feel safe and secure, continue to do what you have always done. If you want to grow, go to the cutting edge of our profession. Just know that when you do, there will be a temporary loss of sanity. So know when you don’t quite know what you are doing, you are probably growing.

- Madeline Hunter