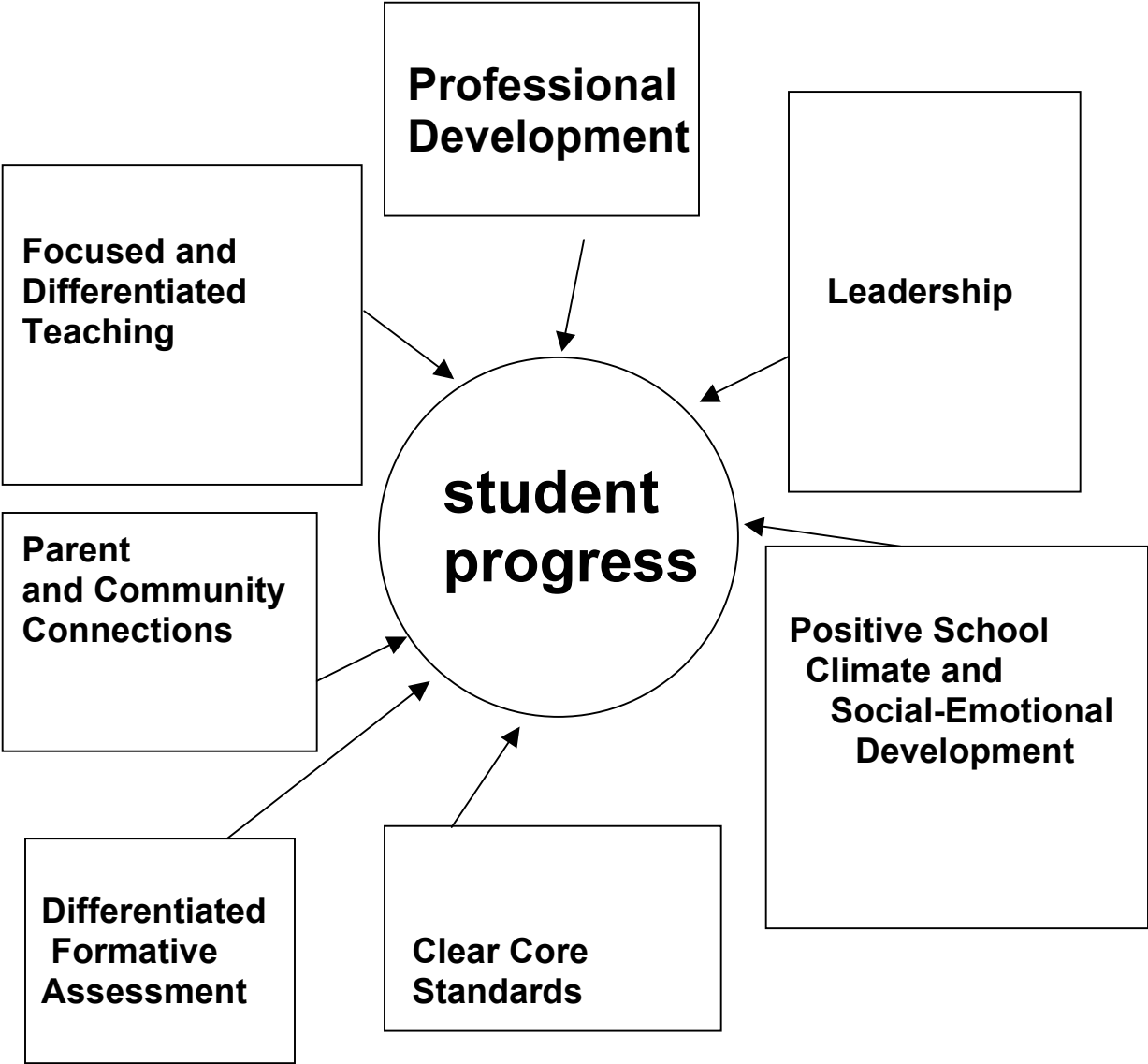


CONNECT YOUR SCHOOL



PLAN COMPREHENSIVELY: *Organize for Common Progress*

Priority: Use Differentiated Instruction and Assessment to achieve higher standards

Action	When	Who
Set curriculum priorities based on Common Core literacy standards and ISAT/ILS		
Plan staff development for teachers on using Differentiated Instruction and Assessment to increase literacy		
Increase effective instruction and responsive assessment integrating Rtl		
Organize parent workshops and newsletters on ways to support learning		
Adjust lesson planner to structure differentiation and formative evaluation		

The following pages are resources to accomplish the progress.

Part 1: BEGIN WITH SCHOOL-WIDE CLARITY

Differentiation Glossary

Purpose: Organize school-wide common knowledge about differentiation.

Word	Meaning	Example
content <i>(as used in the Carol Tomlinson structure)</i>		
accommodate		
modify		
scaffold		
standard		
assess		

Differentiation Glossary

Purpose: Organize school-wide common knowledge about differentiation.

WORD	Meaning	Example
process <i>(as used in the Carol Tomlinson structure)</i>		
gradual release of responsibility		

Make a school-wide guide to teaching clearly.

Keep it simple, Smarty.



Check each strategy that would help all students learn.

- Chunk the content or skill into segments
- Teach with clear focus on one skill, strategy, or topic at a time.
- Model the strategy—think out loud.
- Scaffold Learning with:
 - Clear directions that you explain and post
 - Step-by-step activities
 - Student learning “organizers”—activity guides for students to complete
 - Student learning “partners”
- Diversify assessment with a variety of ways for students to demonstrate learning
- Frequently check and respond to student learning
- Explain directions and give concrete examples
- Maintain frequent eye contact
- Give verbal directions in clearly stated steps
- Test one concept at a time
- Walk by student’s desk to check for accuracy and on task behaviors
- Write assignments and give verbal instructions
- Provide visual aids
- Give simple directions with written examples
- Ask student to explain what you said in his/her own words
- Reinforce previously mastered skills

CLARIFY THE ELEMENTS OF INSTRUCTION

Carol Tomlinson Elements of Instruction

✓ What to teach—Content

✓ How to learn--Process

✓ How to assess--Product

Content:	
Process:	
Product:	

Increase Rigor: Go Deeper

<p>INTERPRETIVE READING LITERATURE</p>	<p>REAL READING NONFICTION</p>
<p><i>KEY IDEAS AND DETAILS</i></p>	<p><i>KEY IDEAS AND DETAILS</i></p>
<p><i>CRAFT AND STRUCTURE</i></p>	<p><i>CRAFT AND STRUCTURE</i></p>
<p><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></p>	<p><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></p>
<p><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></p>	<p><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></p>

FOCUS ON THE CORE: Literacy Standards for Fourth Grade

READING LITERATURE	READING NONFICTION
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done independently</i>
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction</p> <p><i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell</p> <p><i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic. <input type="checkbox"/>
<p>Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

What values are important to different cultures?

Choose a saying. Draw a picture that shows it.

1. If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3. A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4. He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5. By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
6. If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
7. A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
8. The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
9. She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
10. Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
11. Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
12. A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
13. Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
14. You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)



Show your picture to someone. Ask which saying you pictured.

Go Farther—Infer

infer what value this saying shows is important to that person's culture:

The value I infer is _____

This is why I infer that value.

Plan for Progress

What will you do to increase school-wide clarity?

What will you clarify?	How?