



Differentiation is when every student **LEARNS**.

- L** Look for patterns of need and create a safe and inclusive environment
- E** Establish purposeful and relevant curriculum and assessment mapping
- A** Analyze assessment data throughout to inform instructional decisions
- R** Refer to learning objectives and provide targeted and actionable feedback
- N** Nurture self-regulated behaviors and assist students in setting goals
- S** Structure lessons that promote thinking and challenge students to grow

Content I R L

Written curriculum

What essential knowledge, understanding and skills should students develop as a result of a unit study?

- Review the previous year's teacher reflection and consider the current makeup of students to revise or modify the unit accordingly
- Clarify the unit purpose and outline learning intentions (knowledge, understanding, skills)
- Identify objectives and strands used for summative assessment
- Break down summative assessment to design formative assessment and identify areas for skill development
- Create a tiered vocabulary word list
- Select multimodal texts (infographics, videos, slides, online interactive learning, etc.) to boost learning retention and meet unique individual needs

Process I R L

Taught curriculum

What learning experiences are designed to help students interact and make sense of the content?

- Make lesson objectives and learning outcomes clear and visible to students
- Assist students in setting challenging and appropriate goals
- Create routines and use protocols that facilitate collaborative learning
- Tailor questions and allow sufficient time for individual thinking and reflection
- Use [tiered activities](#) but focusing on the same learning standards
- Help students practice new knowledge and skills through multiple exposures
- Teach and model learning strategies and discuss benefits of using strategies
- Consider learning modalities and use multimedia to create interactive lessons
- Structure lessons and plan learning activities in sequential order
- Analyze formative assessment data and adjust instructions

Product I R L

Assessed curriculum

How will students demonstrate essential knowledge, understanding, and skills specified in the unit?

- Use pre-assessment to find out students' prior knowledge and misconceptions
- Make content and assessment information visible to students
- Create an assessment roadmap and help students understand how their formative learning will help them to be successful in summative assessment
- Design authentic and multimodal assessment that aligns with objectives
- Create task-specific clarification (rubric) based on varying degree of difficulty
- Use tiered criteria achievement descriptors to guide student work
- Provide a final checklist to assist students in completing the product
- Use formative assessment and give personalized and actionable feedback
- Use worked samples (exemplars) and provide steps required to complete the product

Instructional ideas to BUILD VOCABULARY

- o Create a class [academic language word wall](#)
- o Provide a [tiered vocabulary word list](#)
- o Use native language
- o [13 tips for vocabulary instructions](#)
- o Provide [sentence starters](#), [sentence frames](#), and/or key vocabulary to help students express ideas and opinions
- o [List-Group-Label](#)
- o [K.I.M](#)
- o [Connect two](#)

Instructional ideas to PROMOTE THINKING

- o Provide a [checklist of guiding questions](#)
- o Use [visible thinking routines](#)
- o [Say Something protocol](#)
- o [Questioning O-Chart](#)
- o [Harvard discussion protocol](#)
- o Utilize [Graphic organizers](#)
- o [Levels of questions](#)
- o [Save the last word for me](#)
- o [S.I.T.](#)

Instructional ideas for COLLABORATIVE LEARNING

- o [Rumorso](#)
- o [Jigsaw method](#)
- o [Fishbowl](#)
- o [3-step interview](#)
- o [Socratic seminar](#)
- o [20 collaborative learning tips and strategies](#)
- o [Roundtable](#)
- o [Carousel brainstorming](#)
- o [Using roles in groups](#)

Additional resources

- o [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#)
- o [Scaffolding](#)
- o [Chunking](#)
- o [Establishing opening and closing routines](#)
- o [Exit Cards](#)
- o [Coaching sentence stems](#)
- o [Cubing strategy](#)
- o [Flexible seating ideas](#)