

## Follow these general principles to respond to student needs:

### Clear learning goals

- Big ideas
- Standards
- Benchmarks
- Access Points

### Ongoing assessment and adjustment

- Pre-Assessment
- Formative
- Summative

### \*Flexible Grouping

- Linked to assessment data

### Positive learning environment

- Cooperation
- Community
- Diversity

### Respectful tasks

- Challenging
- Interesting
- Engaging
- Extending

### To differentiate:

- \* **Content:** What is learned
- \* **Process:** How it's learned
- \* **Product:** How students show what they learned

### According to students':

- \* Readiness
- \* Interest
- \* Learning Profile

Adapted from Carol Ann Tomlinson, University of Virginia



## \*Flexible grouping

### Groups are:

- Short-term, fluid
- Varied in arrangement

### Groups have:

- Clear directions
- Effective behaviors

### Grouping can be:

#### Pre-selected:

- Readiness
- Interest
- Learning Profile

#### Random:

- Content
- Prior knowledge
- Socratic seminars

**T** = Total Group

**A** = Alone/Individual

**P** = Pair/Small Group

Any teacher can differentiate instruction • Try one of the strategies on the next page

# Low-prep Strategies for Differentiating Instruction

## Jigsaw Strategy

- ▶ *In small Home Groups each student reads a different section of text. Students re-arrange into Expert Groups and discuss the same text section. All return to Home Groups to share points from Expert Group discussion.*

### PURPOSE

- ▶ Learn and share information
- ▶ Group cooperation
- ▶ Individual accountability
- ▶ Support for struggling readers

### Ways to differentiate with Jigsaw:

- Create and color-code groups based on reading levels.
- Provide headphones and text on tape.
- Conduct vocabulary instruction prior to reading.
- Vary note-taking formats (e.g., column notes, word webs, fact-opinion, mind maps).

## Response Card Strategy

- ▶ *All students hold up cards (hand-written or pre-printed) in response to a teacher prompt.*

### PURPOSE

- ▶ Full class participation
- ▶ Content review
- ▶ Quick, informal assessment

### Ways to differentiate with Response Cards:

- Assign peer buddies for reading and writing.
- Vary prompts by readiness.
- Let students create prompts.
- Form new groups.



## Exit Card Strategy

- ▶ *Students write responses to a teacher prompt on a card or piece of paper, turn cards in at end of lesson or class.*

### PURPOSE

- ▶ Quick, informal assessment
- ▶ On-the-spot grouping decisions

### Ways to differentiate with Exit Cards:

- Assign peer buddies.
- Use computers.
- Vary prompts by group.
- Reteach as needed.