Quick Check for Information Tasks Differentiation Strategies

Differentiation, in the view of Tomlinson and McTighe,[1] require us as teachers to set the bar of achievement for all learners but provide many paths to meet those objectives. As learning activities are created, consider adjusting them to meet the various groups listed in the table below.

	Low Skill Level	ESL	Limited Background Experiences	Gifted Above Level Skills
Scheduling	- design flexible time with support, teacher, teacher-librarian, learning buddy - adjust task to student strengths and needs	- schedule adequate time with support, teacher, teacher-librarian, learning buddy - provide a checklist of tasks to be accomplished	- provide time and opportunity for exploring/experiencing the topic - chunk the process - provide a contract	- encourage "transfer" activities through other disciplines - help students target strengths and interests - develop an individual learning plan with negotiated timelines
Building Background	- provide visual resources and a variety of media texts at appropriate levels of difficulty - create a word wall - design activities to help connect old and new learning	- provide visual resources and a variety of media texts at appropriate levels of difficulty - plan vicarious experiences - create a vocabulary list - design activities to help connect old and new learning	- provide visual resources and a variety of media texts at appropriate levels of difficulty - provide speakers, excursions, vicarious experiences e.g. video - create topic webs - design activities to help connect old and new learning	- provide access to more complex resources - interview, survey, poll - speakers and excursions - design activities to help connect old and new learning - build a collaborative web space for sharing findings
Questioning	- encourage and model questioning - provide topic specific question starters and focus words - use questioning aids and organizers - provide exemplars	- encourage and model questioning - experiment with questions building, use manipulative cards, question starters and focus words - provide exemplars	- encourage and model questioning - provide time to explore the topic and develop topic related concepts - experiment with question building, use manipulative cards, question starters and focus words - provide exemplars	- encourage and model questioning - teach the Question Matrix, Bloom and de Bono - experiment with question building manipulative cards, question starters and focus words - students collect exemplars
Collecting Notetaking, Organizing Data	- model each strategy - provide graphic organizers, templates - use visualization techniques - use sticky notes - use technology assists	- model each strategy - provide photocopies for highlighting - provide graphic organizers, template - use visualization techniques - use sticky notes	- model each strategy - share a variety of types of templates and explain their benefits - use visualization techniques - use sticky notes	- model a variety of strategies - use software to design and create organizers and templates - use visualization techniques - use sticky notes
Visualize Information	- share a collection of visual samples in a variety of forms - provide sample templates specific to need - work in a team	- share a collection of visual samples in a variety of forms - provide sample templates specific to need - work in a team	- provide time to explore the topic and develop topic related vocabulary - provide a collection of visual samples in a variety of forms - provide sample templates specific to need - work in a team	- utilize software for creating and presenting visualizations - work as a team or lead a team

[1] Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiation and Understanding by Design. ASCD, 2006.*

Working With Information	- model the strategy and work with students - pair with a more skilled learning buddy - create mixed skill groups with attention to skills and role assignments - physically manipulate data(stickies, index cards) - use graphic organizers to sort data	- model the strategy, work through several examples - partner with a peer whose language skills are strong - allow time up front to explore the topic and develop subject related vocabulary - physically manipulate data(stickies, index cards) - use graphic organizers to sort data - utilize technologies to store, manipulate, and present data	- model the strategy and work through several examples allow time at the beginning to explore the topic and develop subject related vocabulary - physically manipulate data (stickies, index cards) - use graphic organizers to sort data - provide thinking cues - collaborate to test ideas - dramatize information	- review possible approaches -group with similarly skilled students - act as learning facilitators or coaches - work independently and collaborate with others to test ideas - utilize technologies to store, manipulate, and present data - create graphic organizers to sort and analyze data
Establishing Criteria for comparisons or decision making	- model with concrete objects - establish criteria for sorting with the class - guided practice	- model with concrete objects establish criteria for sorting with the class - explain criteria using visuals if possible - guided practice	- examine jobs and real life problems requiring this skill use illustrations and video to provide background for criteria selection - work with a small group to narrow down criteria	- identify jobs and real life problems requiring this skill - establish and justify criteria independently - work with a small group to target criteria - design a matrix
Summarizing	- provide photocopies for students to highlight main ideas and supporting details in different colors - utilize video to provide background building information - summarize orally to a peer - model with a think aloud	- work with a skilled reader to identify main ideas and supporting details - create a summary with help from a learning buddy - utilize video to provide vocabulary and background building information - summarize orally to a peer - practice paraphrasing peers	- utilize video to provide vocabulary and background building information - provide photocopies for students to highlight main ideas and supporting details in different colors - summarize orally in small groups - practice paraphrasing peer summary	- utilize technologies to store and manipulate summaries - compare summaries in small groups , look for patterns and examine discrepancies - work with other students to help create summaries of more complicated material (ESL or lower skill level students)
Thinking So What ? What Next?	- provide question prompts - scaffold discussions - design achievable thinking activities rather than large projects - share findings, build charts, webs, diagrams, maps... to reinforce	- provide question prompts - scaffold discussions - utilize word wall and vocabulary list to enhance and facilitate discussion and reflection - share findings, build charts, webs, diagrams, maps... to reinforce	- pair or group with enthusiastic students who attempt next steps - provide examples - create visuals to demonstrate learning	- make links to online quests, - discover others who have taken amazing next steps, www.Knowville.org - take action - extend learning - share with the wider community
Reflection & Goal setting	- conference with each student throughout the task - peer conferencing one on one - learning log	- conference with each student throughout the task - peer conferencing one on one - learning log - utilize communication technologies to talk about learning	- conference with each student throughout the task - peer conferencing one on one or in small groups - learning log - utilize communication technologies to talk about learning	- conference with each student throughout the task - peer conferencing one on one or in small groups - learning log or reflective journal - utilize communication technologies to talk about learning

Loertscher, Koechlin and Zwaan. *Beyond Bird Units: Thinking and Understanding in Information-Rich and Technology-Rich Environments*. Hi Willow Research and Publishing, 2007.