



DIFFERENTIATING THE NJSLS READING STANDARDS FOR SPECIAL EDUCATORS

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GOAL: TO DIFFERENTIATE THE READING STANDARDS BASED ON STUDENTS' NEEDS

To Identify

- the key components of differentiation

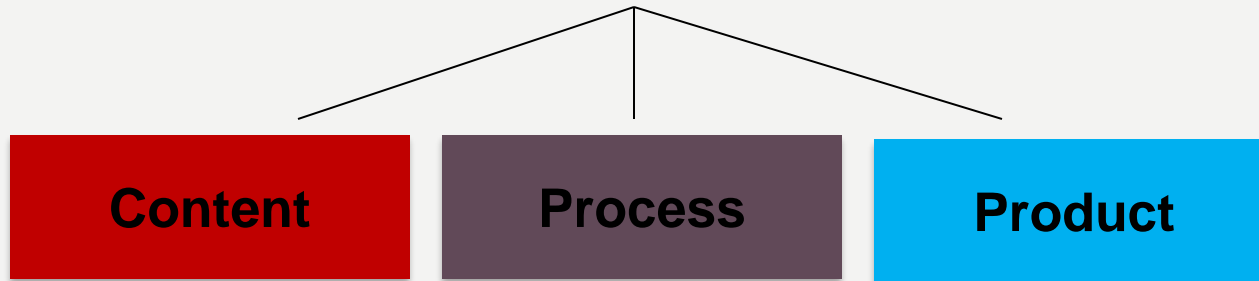
To Identify

- Activities to support differentiation of the reading standards

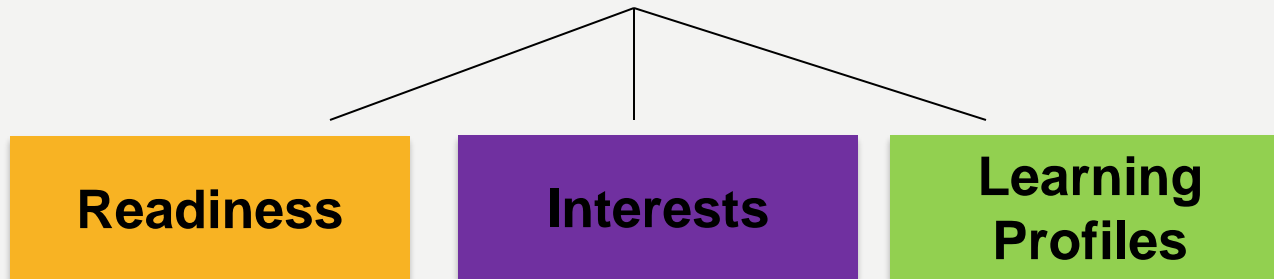
To Explore

- matching the differentiation strategies to the learners in your current classrooms

Teachers Can Differentiate



According to Students'



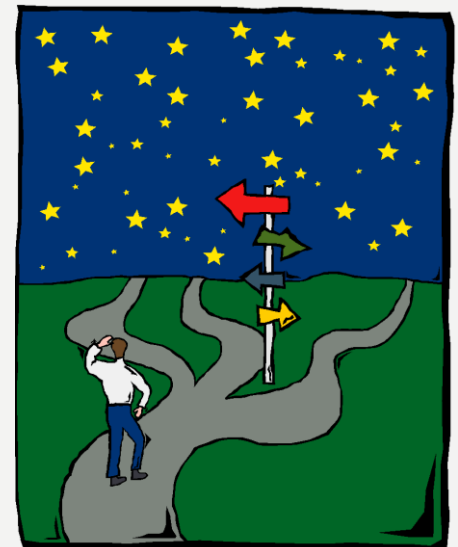
Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999)

TIERED LESSON

Teaching one key concept and meeting the varied learning needs in the group by taking different paths to get there.

You can adjust the level of...

- Complexity
- Pacing
- Materials
- Structure
- Support



HOW TO DIFFERENTIATE PRODUCT

- Think-Tac-Toe
- Learning Menus: Main Dishes, Side Dishes, Desserts
- Project-based Products



THINK*TAC*TOE SAMPLE

Pick one character from the book you have read and make **WANTED poster with their character traits.**

Write a short book blurb for the inside of a book jacket, summarizing the most important main idea(s).

Illustrate the most important parts of the plot that demonstrate the problem/solution of this book.

Compare and contrast 2 characters from this book using a Venn diagram.

Student choice...
Must be approved by the teacher first!

Create a new title for this book. Persuade me why this is a better title! Provide text evidence.

Describe the setting in an acrostic poem. Be sure to choose a strong word for your starting point.

Make a timeline of events for this story. Be sure they reflect the beginning, middle and end events.

Infer what you think caused a character to act in a certain way. Be sure to support your thinking with evidence from the text.

LEARNING MENUS

You must earn ____ points by the end of the week. Before you can move on to your dessert you must do a Learning Check and hand in to me.



5 pts. Find 3 places on the map that learned about in the textbook. And circle them with 3 different colors.

10 pts Use the scale to find the distances between the 3 locations mentioned in the text.

10 pts. Draw a map that highlights 3 land features in the general area we are studying. Then, tell why they are important to the area.

15 pts Create a timeline of events related to the settlement of the area we are studying including at least 8 events.

20pts Create a “website” summarize the key facts someone might find if they researching this area in the time we are studying.

25 pts Create a brochure including the 4 main features of the area we studied, you must also PERSUADE me to visit this area.

10 pts Create a “Facebook” page of one of the explorers who founded this area

15 pts Create a diary entry of one of the explorers highlighting the problems they faced in this area.

20 pts Create a diorama of the area BEFORE/AFTER it was settled by the explorers.



LEARNING MENUS

- **Appetizers-Choose ___ out of a list**
- **Main Dishes-Must do ___**
- **Desserts-Choose ___ out of a list**
- You have the option of requiring a certain number of items and/or having them earn a certain point value.
- Activities may have different point values based on difficulty level.
- Students at lower levels may choose more activities to earn points while students at higher levels may earn points by completing more difficult/longer term items.

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Explore activities as a student in your class.



Identify the modifications you may have to make.



How might you implement the activities for the specific students in your class?



Share out to larger group.

EXPLORE ACTIVITIES

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