

DIFFERENTIATING THE READING STANDARDS



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

To Identify

- the key components of differentiation

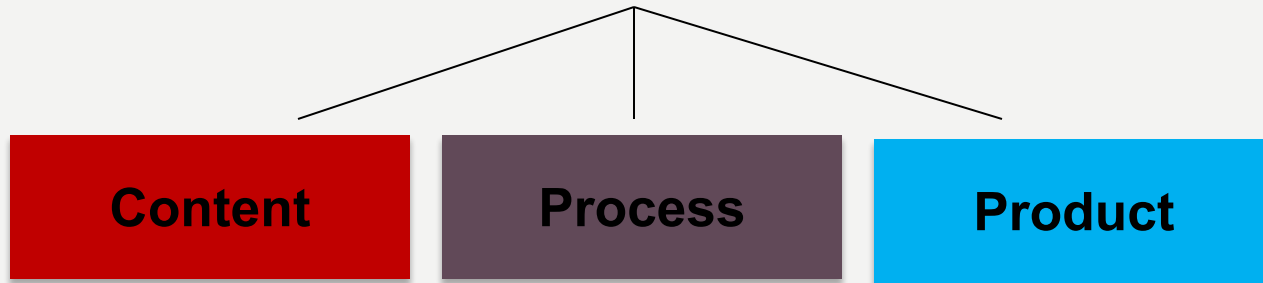
To Identify

- Activities to support differentiation of the reading standards

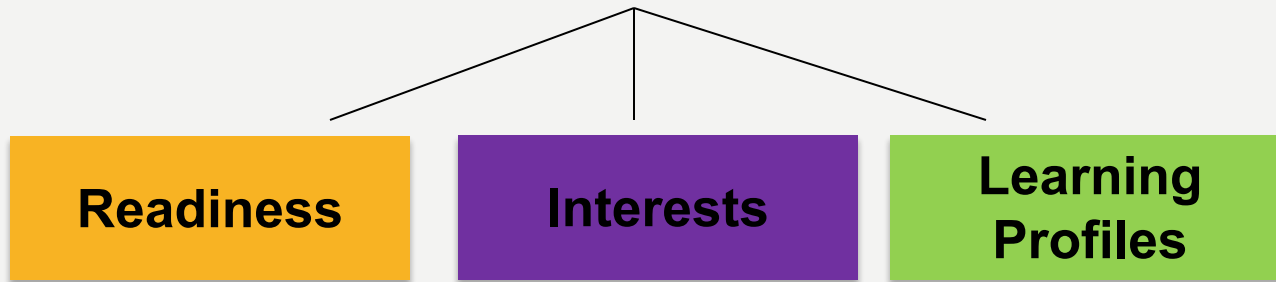
To Explore

- 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)

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.



**Want to Book This Workshop?
Contact Us Today!**



**Inspired Instruction, LLC.
Standards Solution Holding**

www.inspiredinstruction.com

196 Belvidere Avenue
Washington, NJ 07882
Phone: 908-223-7202

Michele.Regan@inspiredinstruction.com

Jaclyn.Siano@inspiredinstruction.com