**Dennis Yarmouth Public Schools Materials Packet January 15, 2016**

***Differentiated Instruction: A Primer By***[***Sarah D. Sparks***](http://www.edweek.org/ew/contributors/sarah.sparks_3549540.html) ***January 28, 2015 EdWeek***

How can a teacher keep a reading class of 25 on the same page when four students have dyslexia, three students are learning English as a second language, two others read three grade levels ahead, and the rest have widely disparate interests and degrees of enthusiasm about reading?

**What is Differentiated Instruction?**

“Differentiated instruction”—the process of identifying students’ individual learning strengths, needs, and interests and adapting lessons to match them—has become a popular approach to helping diverse students learn together. But the field of education is filled with varied and often conflicting definitions of what the practice looks like, and critics argue it requires too much training and additional work for teachers to be implemented consistently and effectively.

Differentiated Instruction Definition: the process of identifying students’ individual learning strengths, needs, and interests and adapting lessons to match them.

Differentiation has much in common with many other instructional models: It has been compared to response-to-intervention models, as teachers vary their approach to the same material with different students in the same classroom; data-driven instruction, as individual students are frequently assessed or otherwise monitored, with instruction tweaked in response; and scaffolding, as assignments are intended to be structured to help students of different ability and interest levels meet the same goals.

Federal education laws and regulations do not generally set out requirements for how schools and teachers should “differentiate” instruction. However, in its [2010 National Education Technology Plan](http://www.ed.gov/technology/draft-netp-2010/individualized-personalized-differentiated-instruction), the U.S. Department of Education lays out a framework that places differentiated teaching under the larger umbrella of “personalized learning,” instruction tailored to students’ individual learning needs, preferences, and interests. This framework assumes that all students in a heterogeneous classroom will have the same learning goals, but:

• “Individualization” tailors instruction by *time*. A teacher may break the material into smaller steps and allow students to master these steps at different paces; skipping topics they can prove they have mastered, while getting more help on those that prove difficult. This model has been used in iterations as far back as the late Robert Glaser’s Individually Prescribed Instruction in the 1970s, an approach which pairs diagnostic tests with objectives for mastery that is intended to help students progress through material at their own pace.

• “Differentiation” tailors instruction by *presentation*. A teacher may vary the method and assignments covering the material to adjust to students’ strengths, needs, and interests. For example, a teacher may allow an introverted student to write an essay on a historical topic while a more outgoing student gives an oral presentation on the same subject.

That distinction is accepted by some, though far from all, in the field.

The ambiguity has led to widespread confusion and debate over what differentiated instruction looks like in practice, and how its effectiveness can be evaluated.

**Related:**[**"Differentiation Doesn't Work"**](http://www.edweek.org/ew/articles/2015/01/07/differentiation-doesnt-work.html)**by James R. Delisle (2015)**

For example, a 2005 study for the National Research Center on Gifted and Talented, which [tracked implementation of “differentiation” over three years](http://www.gifted.uconn.edu/nrcgt/reports/rm05210/rm05210.pdf), found that the “vast majority” of teachers never moved beyond traditional direct lectures and seat work for students.

“Results suggest that differentiation of instruction and assessment are complex endeavors requiring extended time and concentrated effort to master,” the authors conclude. “Add to this complexity current realities of school such as large class sizes, limited resource materials, lack of planning time, lack of structures in place to allow collaboration with colleagues, and ever-increasing numbers of teacher responsibilities, and the tasks become even more daunting.”

**Evolution of the Concept**

Differentiated instruction as a concept evolved in part from instructional methods advocated for gifted students and in part as an alternative to academic “tracking,” or separating students of different ability levels into groups or classes. In the 1983 book, [*Individual Differences and the Common Curriculum*,](http://www.press.uchicago.edu/ucp/books/book/distributed/I/bo3638633.html) Thomas S. Popkewitz discusses differentiation in the context of “Individually Guided Education, … a management plan for pacing children through a standardized, objective-based curriculum” that would include small-group work, team teaching, objective-based testing, and monitoring of student progress.

Carol Ann Tomlinson, a co-director of the Institutes on Academic Diversity at the Curry School of Education at the University of Virginia, and the author of [*The Differentiated Classroom: Responding to the Needs of All Learners*,](http://www.ascd.org/Publications/Books/Overview/The-Differentiated-Classroom-Responding-to-the-Needs-of-All-Learners-2nd-Edition.aspx) 2nd Edition (ASCD, 2014) and [*Assessment and Student Success in a Differentiated Classroom*](http://www.ascd.org/Publications/Books/Overview/Assessment-and-Student-Success-in-a-Differentiated-Classroom.aspx) (ASCD, 2013) argues that differentiation is, at its base, not an approach but a basic tenet of good instruction, in which a teacher develops relationships with his or her students and presents materials and assignments in ways that respond to the student’s interests and needs

**Differentiated Instruction Strategies**

In theory—though critics allege not in practice—differentiation does not involve creating separate lesson plans for individual students for a given unit.

Ms. Tomlinson [argues that differentiation requires more than creating options](http://www.palmbeachschools.org/imlms/documents/MappingaRouteToward_DI.pdf) for assignments or presenting content both graphically and with hands-on projects, for example. Rather, to differentiate a unit on Rome, a teacher might consider both specific terms and overarching themes and concepts she wants students to learn, and offer a series of individual and group assignments of various levels of complexity to build those concepts and allow students to demonstrate their understanding in multiple ways, such as journal entries, oral presentations, creating costumes, and so on. In different parts of a unit students may be working with students who share their interests or have different ones, and with students who are at the same or different ability levels.

Related: ["Differentiation Does, In Fact, Work"](http://www.edweek.org/ew/articles/2015/01/28/differentiation-does-in-fact-work.html) by Carol Ann Tomlinson (2015)

During the 1990s, teachers were also encouraged to present material differently according to a student’s “learning style”—for example, visual, auditory, or kinesthetic. But while there have been studies that show students remember more when the same material is presented and reinforced in multiple ways, recent research reviews [have found no evidence that individual students](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) can be categorized as learning best through a single type of presentation.

Rick Wormeli, an education consultant and the author of *Fair Isn’t Always Equal: Assessment and Grading in the Differentiated Classroom*, instead suggests in a 2011 essay in the journal *Middle Ground* [that teachers differentiate based on “learner profiles”](http://pdfairhaven.wikispaces.com/file/view/Differentiated%2BInstruction%2BSetting%2Bthe%2BPedagogy%2BStraight.pdf): “A learner profile is a set of observations about a student that includes any factor that affects his or her learning, including family dynamics, transiency rate, physical health, emotional health, comfort with technology, leadership qualities, personal interests, and so much more.”

**Impacts of Technology**

Differentiated and personalized instructional models have also evolved with technological advances, which make it easier to develop and monitor education plans for dozens of students at the same time. The influence of differentiation on school-level programs can be seen in “early warning systems” and student “dashboards” that aim to track individual student performance in real time, as well as initiatives in some schools to develop and monitor individualized learning plans with the student, his or her teachers, and parents.

*Related:*[*Digital Tools Expand Options for Personalized Learning*](http://www.edweek.org/dd/articles/2010/02/03/02customlearning.h03.html)*(2010)*

Advocates of hybrid education models, [such as the “flipped classroom”](http://www.edweek.org/ew/articles/2011/09/28/05khan_ep.h31.html)—in which students watch lectures and read material at home and perform practice that would normally be homework during class time—have suggested this could help teachers differentiate by recording and archiving different lectures that students could watch and rewatch as needed, and providing more one-on-one time during class.

**Professional Development**

By any account, differentiation is considered a complex approach to implement, requiring extensive and ongoing professional development for teachers and administrators.

"It required teachers to confront and dismantle their existing, persistent beliefs about teaching and learning ..."

In the 2005 longitudinal study that found no consistent implementation of differentiation, researchers noted that “many aspects of differentiation of instruction and assessment (e.g., assigning different work to different students, promoting greater student independence in the classroom) challenged teachers’ beliefs about fairness, about equity, and about how classrooms should be organized to allow students to learn most effectively. As a result, for most teachers, learning to differentiate entailed more than simply learning new practices. It required teachers to confront and dismantle their existing, persistent beliefs about teaching and learning, beliefs that were in large part shared and reinforced by other teachers, principals, parents, the community, and even students.”

In the 2009 book, [*Professional Development for Differentiating Instruction*,](http://www.ascd.org/publications/books/109042.aspx) Cindy A. Strickland notes that most schools do not provide sufficient training for new and experienced teachers in differentiating instruction.

Ms. Tomlinson said that teachers can begin to differentiate instruction simply by learning more about their students and trying to tailor their teaching as much as they find feasible. “Every significant endeavor seems too hard if we look only at the expert’s product. ... The success of all these ‘seasoned’ people stemmed largely from three factors: They started down a path. They wanted to do better. They kept working toward their goal.”

Including students of disparate abilities and interests also requires the teacher to rethink expectations for all students: “If a teacher uses flexible grouping lesson by lesson and does not assume a student has prior knowledge because he is a 'higher' student but really assesses and groups, based on need sometimes and other times by interest, the students will get what they need,” Melinda L. Fattig, a nationally recognized educator and a co-author of the 2008 book [*Co-Teaching in the Differentiated Classroom*,](http://www.edweek.org/tm/articles/2008/10/08/fattig_coteach.h20.html) told *Teacher* magazine that year.

**Critiques**

In practice, differentiation is such a broad and multifaceted approach that it has proven difficult to implement properly or study empirically, critics say.

In [a 2010 report by the research group McREL](http://www.mcrel.org/~/media/files/mcrel/homepage/products/01_99/prod83_ctopub.ashx), author Bryan Goodwin notes that “to date, no empirical evidence exists to confirm that the total package (e.g., conducting ongoing assessments of student abilities, identifying appropriate content based on those abilities, using flexible grouping arrangements for students, and varying how students can demonstrate proficiency in their learning) has a positive impact on student achievement.” He adds: “One reason for this lack of evidence may simply be that no large-scale, scientific study of differentiated instruction has been conducted.” However, Mr. Goodwin pointed to the 2009 book *Visible Learning*, which synthesized studies of more than 600 models of personalizing learning based on student interests and prior performance, and found them not much better than general classroom instruction for improving students’ academic performance.

Both in planning time and instructional time, differentiation takes longer than using a single lesson plan for a given topic, and many teachers attempting to differentiate have reported feeling overwhelmed and unable to reach each student equally.

In a [2010 *Education Week* Commentary essay](http://www.edweek.org/ew/articles/2010/09/29/05schmoker.h30.html), Michael J. Schmoker, the author of the 2006 book, *Results NOW: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, says attempts to differentiate instruction frustrated teachers and “seemed to complicate teachers’ work, requiring them to procure and assemble multiple sets of materials” leading to “dumbed-down” teaching.

Likewise, some advocates of gifted education, such as James R. Delisle, [have argued that advanced students still are not challenged enough](http://www.edweek.org/ew/articles/2015/01/07/differentiation-doesnt-work.html) in a differentiated environment, which may vary in the presentation of material but not necessarily in the pace of instruction. He argues that “differentiation in practice is harder to implement in a heterogeneous classroom than it is to juggle with one arm tied behind your back.”

“There is no one book, video, presenter, or website that will show everyone how to differentiate instruction. Let’s stop looking for it. One size rarely fits all. Our classrooms are too diverse and our communities too important for such simplistic notions,” Mr. Wormeli [said in an interview with *Education Week* blogger Larry Ferlazzo](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/01/response_ways_to_differentiate_instruction.html).

“Instead, let’s realize what differentiation really is: highly effective teaching, which is complex and interwoven; no one element defining it.”

**Sample MCU:** *The Art of Leadership, Grades 7-8, ELA, SS and Art*

|  |
| --- |
| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS G*****Subject:*** ***Will vary******Literacy:*** ***READING****1.Close reading of text; Making inferences. Cite textual evidence when writing or speaking**2.Analyze the development of characters over the course of a text**4.Interpret text in context and the impact of word choice on tone**7. Integrate and evaluate diverse media.**9. Analyze how two or more texts address similar themes.**WRITING*1. *Support claims in writing using sufficient evidence*
2. *Write informative/explanatory texts to examine and convey complex idea*
3. *Write narratives, fiction, poetry to show awareness of concepts*
4. *Produce clear and coherent writing.*
5. *Use technology*
6. *Conduct short research*

*9. Draw evidence from literary or informational texts to support analysis, reflection and research**SPEAKING AND LISTENING**2. Integrate and evaluate information presented in diverse media and formats**4. Present information, findings and supporting evidence such that listeners can follow the information and argument* | ***Transfer*** |
| ***Students will be able to independently use their learning to…* T**Analyze art and apply those understandings in multiple ways |
| ***Meaning*** |
| **UNDERSTANDINGS U*****Students will understand that…******EU1. There are timeless qualities of leadership.******EU2. Circumstances affect leaders******EU3. Leaders display both strengths and weaknesses******EU 4. Leadership can be expressed in many forms*** | **ESSENTIAL QUESTIONS Q*****Essential Question(s)****EQ1. What makes a good leader?**EQ2. How does society show its values through the arts?**EQ3. How does one lead through art?* |
| ***Acquisition*** |
| ***Students will know…* K*****Knowledge (Students will know)***1. *Specific qualities of Leader X (character from literature/historic figure)*
2. *Specific qualities of Contemporary Political Figure*
3. *Criteria for good leadership of an historic figure*
4. *Criteria for leadership of a contemporary political candidate*
 | ***Students will be skilled at…* S*****(Students will be able to…)***1. *Conduct research on a contemporary political candidate*
2. *Identify the qualities of leadership in a work of art (fiction, cartoon, painting, song, etc)*
3. *Assess if an individual meets the established criteria for leadership in the expository format*
4. *Produce a written assessment of leadership*
5. *Create an assessment of leadership*
 |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)*****Create a work of art that shows the leadership qualities of a contemporary political candidate.* PT** |
|  | **OTHER EVIDENCE:*****Written report evaluating the leadership qualities of a contemporary political candidate in response to the question: What Makes a Good Leader?*** **OE** |

**College and Career Readiness Anchor Standards for Writing**

*Text Types and Purposes‡*

**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**MA.3.A.** Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.

*Production and Distribution of Writing*

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

**7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| --- | --- | --- |
| *Text Types and Purposes* |
| **1.** Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from the argument presented. | **1.** Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented. | **1.** Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

|  |
| --- |
| *Text Types and Purposes (continued)* |
| **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.e. Provide a conclusion that follows from the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **MA.3.A.** Demonstrate understanding oftraditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero’s journey, quest, or task). | **MA.3.A.** Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism. | **MA.3.A.** Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody. |
| *Production and Distribution of Writing* |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.) | **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 65.) | **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.) |
| **6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | **6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  | **6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

|  |  |  |
| --- | --- | --- |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Research to Build and Present Knowledge* |
| **7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | **7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| *Range of Writing*  |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- |
| *Text Types and Purposes* |
| **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented. | **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

 [W]

| **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- |
| *Text Types and Purposes (continued)* |
| **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| **MA.3.A.** Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character). | **MA.3.A.** Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change). |
| *Production and Distribution of Writing* |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.) | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.) |
| **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |

 [W]

|  |  |
| --- | --- |
| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Research to Build and Present Knowledge*  |
| **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The* *Federalist*, presidential addresses]”). |
| *Range of Writing* |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

LESSON REFLECTION TEMPLATE

|  |  |
| --- | --- |
| Brief overview of the Lesson |  |
| Estimated Time Required for the Lesson |  |
| Prior Knowledge Required |   |
| Lesson Objectives |  |
| Essential Questions |  |
| Primary Resource(s) |  |
| Secondary Sources |  |
| Elements of Differentiation |   |
| CCSS STANDARDS |   |
| MA CONTENT STANDARDS |  |
| Teaching Strategy (ies) |  |
| Lesson Procedure |  |
| Questions |   |
| Formative Assessment(s) |   |
| Summative Assessment |   |
| Reflections | 1. Was the objective met for this lesson? What evidence do you have?2. Were all students actively engaged with the lesson? If not, how could the lesson be modified to engage all students?3. Was the lesson plan easy to follow or does it need to be modified?4. Was the material/technology sufficient? 5. Would I use this lesson again? Why or why not?6. Would I recommend this lesson to others? If so, are there special considerations to be made for using it? 7. Overall, how did the lesson go? What worked well? What didn’t work at all?8. What did I learn from my students?9. What did I learn about myself?  |

**PASS THE BATON RESOURCES** [nb: these work best if you cut and paste into browser rather than try to link to]

MODEL: Anthony Burns Lithograph, <http://cdn.loc.gov/service/pnp/pga/04200/04268v.jpg>

LOCAL

The Cape, c. 1858, <http://maps.bpl.org/id/10693>

The Cape, c. 1926, <http://maps.bpl.org/id/19528>

NATIONAL

Uncle Sam’s Family Tree, <http://maps.bpl.org/id/12971>

## Voting Rights Cartoon, <http://my.ilstu.edu/~jabraun/socialstudies/assess/socsci/grafix/cartoon1.gif>

Slave Distribution Map, <https://www.census.gov/history/www/sights_sounds/photos/1860_photos/1860usslaves.jpg>

Torn in Two Cartoon, <https://c2.staticflickr.com/6/5292/5468266621_722058d5b4.jpg>

Liberator Masthead, <http://tinyurl.com/zsfgwqu>

Plan of Rebellion, <http://www.masshist.org/online/siege/doc-viewer.php?item_id=2053>

GLOBAL

Ptolemy World Map <http://maps.bpl.org/id/m8610>

Bunting World Map, <http://maps.bpl.org/id/m8795>

Visscher World Map, c. 1690 (with great art re Mythology) <http://maps.bpl.org/id/m8714>

Whale Chart, <http://maps.bpl.org/id/m8753>

Imperial Federation Map, c. 1886, <http://www.davidrumsey.com/rumsey/Size4/RUMSEY~8~1/153/8238000.jpg>