

# Data **7**

## Driven Lesson Planning for Differentiated Learning

In the absence of conscious choices about how students need to learn and how we need to teach, all we have is a random selection of strategies we think might work. It is essential that we use data from a variety of sources to make real connections between where groups of students are now and where they will need to be for the final assessment of a standards-based unit.

While it takes some up-front work to approach teaching and learning in a data driven and standards-based manner, the payoff is high. As we adjust our units in terms of resources, timing, student communication, and evidence of learning, more students will demonstrate the academic growth necessary in this high-stakes political and social environment. As teachers, we need to be true diagnostic practitioners and thinkers to achieve the results we desire for every student. The level of decision making in classrooms where teachers make conscious choices about grouping, materials, and strategies is higher and more productive. This type of decision making will add clarity and precision to the art and science of planning and teaching.

### **USING DATA FOR LESSON PLANNING**

As teachers build learning profiles of students, pre-assess, and develop a repertoire of instructional best practices, they are better able to meet the

needs of the learners in their classrooms. Let's review each of the elements that we've covered in this book so far (see Figure 7.1).

- In Chapter 1, we used data to assess and build a supportive climate for student learning.
- In Chapter 2, we became more familiar with the student data on individual intelligences.
- In Chapter 3, we discussed a range of assessment tools that can help the learning "feed forward" and advance more rapidly.
- In Chapter 4, we designed sample curriculum units of study based on standards, allowing for ongoing data collection.
- In Chapter 5, we pre-assessed, developed adjustable learning grids, and explored flexible grouping strategies.
- In Chapter 6, we examined additional instructional best practices based on the data we have collected about our students.

Now we are ready to design differentiated learning experiences based on all this data and expertise.

Figure 7.2 is our template for planning differentiated learning. We can use it to plan strategically for our day-to-day instruction, not just for one class or one lesson but for a series of learning experiences so that students can continue to grow toward targeted standards. These chunks and lessons fall out of the unit plan as a logical progression for student learning. Thus the unit plan is the big picture, and the lesson plans are the natural grouping of knowledge and skill acquisition.

## **ESSENTIAL ELEMENTS FOR DATA DRIVEN LESSON PLANNING**

Here are the elements that we think need to be addressed in the learning process.

*Standards.* In the lesson plan, the standard or benchmark may be narrower and more focused than the standards we outlined for unit planning in Chapter 4.

*Assessment tools.* These are the tools that we will use to collect data to provide continuous feedback to the student and to the teacher so that modifications to the lesson plan can be made based on that data.

*Critical questions.* These are the higher-level questions that we will develop up front and make visible to the students so that they are continually searching for meaning. Students can also be encouraged to create personal questions that are important to them and that define relevance and meaning for the unit of study.

*Content.* These are the facts, vocabulary, and essential skills of the unit.

**Figure 7.1** Differentiating With Data for Student Growth and Achievement

Data to Create Climate	Data to Know the Learner	Assessment Data	Curriculum Design	Adjustable Assignments	Instructional Strategies
<p>Building connections</p> <ul style="list-style-type: none"> <li>• Risk taking</li> <li>• Theaters of the mind</li> <li>• Resilience</li> <li>• Nurture</li> </ul> <p>Foster and sustain growth</p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Reflective learning</li> <li>• Rituals</li> <li>• Respect</li> <li>• Cultural history</li> <li>• States of mind</li> <li>• Celebration</li> <li>• Higher level thinking</li> </ul>	<p>Learning styles</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Needs</li> <li>• Attitudes</li> <li>• Preferences</li> </ul> <p>Eight multiple intelligences</p> <p>Intelligent behavior</p> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Listening</li> <li>• Metacognition</li> <li>• Flexibility</li> <li>• Accuracy and precision</li> <li>• Posing questions and problems</li> <li>• Experience and new application</li> <li>• Sensory</li> <li>• Creativity</li> <li>• Efficacy</li> </ul>	<p>Diagnostic thinking</p> <ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Formative assessment</li> <li>• Formal versus informal data collection</li> <li>• Performance assessments</li> </ul> <p>Analyze formative data</p> <ul style="list-style-type: none"> <li>• Grouping</li> <li>• Selecting differentiation strategies</li> <li>• Critical thinking</li> </ul> <p>The role of other forms of assessment</p> <ul style="list-style-type: none"> <li>• Using summative data</li> <li>• Self-assessment</li> </ul>	<p>Curriculum mapping</p> <ul style="list-style-type: none"> <li>• Standards-based</li> <li>• Focus and target</li> <li>• Expectations</li> </ul> <p>Unit planning</p> <ul style="list-style-type: none"> <li>• Standards</li> <li>• Benchmarks or objectives</li> <li>• Key concepts</li> <li>• Skills</li> <li>• Critical questions</li> <li>• The role of critical thinking</li> <li>• Relevance</li> <li>• Final assessment</li> <li>• Rubric</li> <li>• Pre-assessment</li> <li>• Chunking a unit</li> <li>• Transition points</li> </ul>	<p>TAPS</p> <ul style="list-style-type: none"> <li>• Total group</li> <li>• Alone</li> <li>• Pairs</li> <li>• Small group</li> </ul> <p>Adjustable grids</p> <ul style="list-style-type: none"> <li>• Compacting</li> <li>• Adjusting for competency</li> <li>• Content and materials</li> <li>• Communication and technology</li> <li>• Multiple intelligences</li> <li>• Readiness</li> <li>• Interest and choice</li> <li>• Process and rehearsal</li> </ul>	<p>Best practices strategies for</p> <ul style="list-style-type: none"> <li>• Sensory memory</li> <li>• Short-term memory</li> <li>• Long-term memory</li> </ul> <p>Research-based strategies</p> <ul style="list-style-type: none"> <li>• Inductive thinking</li> <li>• Note taking and summarizing</li> <li>• Homework</li> <li>• Nonlinguistic representations</li> <li>• Cooperative group learning</li> </ul> <p>Unit lesson planning</p>

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**Figure 7.2** Template for Planning Differentiated Learning

<b>Planning for Differentiated Learning</b>	
<b>Unit Title:</b>	<b>Grade Level:</b>
<b>Standards:</b> What should students know and be able to do for this portion of the unit (chunk)?	<b>Pre-Assessment Lesson Strategy:</b> Use the data from the adjustable grid designed from the unit pre-assessment tool to start the unit and data from formative assessments throughout the unit such as journals, ticket out, quick writes, quizzes
<b>Critical Question for This Portion of the Unit:</b>	<b>Personal Question(s):</b>
<b>Content:</b> (Concepts)	<b>Skills:</b> (What will students do?)
<b>Activate:</b> (Creating focus and purpose)	
<b>Acquire:</b> (Getting the information and grouping choices)	
<b>Formative Assessment:</b> (Demonstrating the learning)	

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*Activating student interest/creating focus and purpose.* Teachers need to pre-assess so that they know what students know, can do, or are interested in learning. This may be done well enough ahead of the unit of study so that the data can be used to plan the lessons that students need. This information can be used to consider grouping options, to decide on what learning experiences different students need, and to select activities that will create interest and attention for the unit that is coming up. In Carol Tomlinson's (2002) words, "Engagement happens when a lesson captures students' imaginations, snares their curiosity, ignites their opinions, and taps into their souls. Engagement is the magnet that attracts learners' meandering attention and holds it so that enduring learning can occur" (p. 38). Students can become engaged and excited about their learning if the emotional hook is sufficient. However, just engagement is not enough. The engaging activity must be tied to targeted standards and must be worth learning and spending time on.

*Acquire new information and skills.* Here, the new information and skills are presented and modeled. Students may acquire in a variety of ways, not always from teacher-directed "stand and deliver." Flexible grouping choices using the TAPS model may be considered here.

*Apply new knowledge and skills.* In this part of the lesson or chunk of the unit, the students apply their knowledge and skills to practice and gain proficiency. TAPS may be considered here also.

*Assessment.* Based on the standard or benchmark identified for the chunk or portion of the unit, this is how we will know that students have been successful in developing the required concept or skill.

## **CHUNKING THE LEARNING FOR SAMPLE UNIT PLANS**

Let's take a look at how this template may be used to plan differentiated learning for the sample unit plans in Chapter 4. We can identify the variables we will be differentiating by using the adjustable learning elements discussed in Chapter 5.

### **The Weather Reporter, Grades K to 2**

Having done an adjustable grid prior to the unit, we have some relevant data to begin planning this unit (see Figure 7.3). It helps us plan the depth of content and the response to our diverse learners. We may find, in some cases, that students are clustered in the "approaching mastery" and "high degree of mastery" columns depending on their previous experiences, or we may have a large group of learners who are only beginning with the concepts.

This primary unit has five chunks in its learning process:

1. Temperature and thermometers
2. The sun and heat-shade and sunny places
3. What do we need to do when the weather changes?
4. Reporting the weather
5. The seasons in our area and the weather

**Figure 7.3** Adjustable Learning Grid: The Weather Reporter

<p><b>Standards-Based Content, Skill, or Assessment:</b></p> <p>Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.</p> <p>Physical science: Weather and its impact</p> <p><b>Pre-Assessment Tool or Method:</b></p> <ol style="list-style-type: none"> <li>1. Discuss these two questions with students and note responses.</li> <li>2. Read a book about the seasons as a class and make predictions about the weather.</li> </ol>			
<b>B</b>	Plan for daily living and activities based on weather	Extend their list of characteristics of the seasons	Need to be able to name the seasons and characteristics
	Can name and describe seasons	Predict impact of weather on daily living	Recognize the connections between weather and daily living
<b>A</b>	Correlate weather with activities and clothing needs	List the seasons and some characteristics of each	Describe personal physical reaction to weather "I had to put a jacket on" "I was so hot I was thirsty" When prompted could give a characteristic of a season
	Describe impact of seasons on daily living	Correlate weather with activities and clothing needs	
	<i>High Degree</i>	<i>Approaching</i>	<i>Beginning</i>

We will look at what might happen in a differentiated learning situation with Chunk 5, recognizing that there are many ways to get to the standards; there may be as many scenarios as there are creative teachers (Figure 7.4).

**Figure 7.4** Planning for Differentiated Learning: The Weather Reporter

<b>Planning for Differentiated Learning</b>	
<b>Unit Title:</b> The Weather Reporter	<b>Grade Level:</b> K to 2
<p><b>Standards:</b> What should students know and be able to do for this portion of the unit (chunk)?</p> <p>5. The seasons in our area and the weather</p>	<p><b>Pre-Assessment Lesson Strategy:</b> Use the data from the adjustable grid designed from the unit pre-assessment tool to start the unit and data from formative assessments throughout the unit such as journals, ticket out, quick writes, quizzes</p>
<p><b>Critical Question for This Portion of the Unit:</b></p> <p>1. Can you tell what the weather will be like during the winter, spring, summer, and fall?</p>	<p><b>Personal Question(s):</b></p> <p>Students will place a question about the season on a graffiti board so that they may have a personal commitment to the learning. (Differentiating Interest/Choice)</p>
<p><b>Content:</b> (Concepts)</p> <p>Seasons Temperature</p>	<p><b>Skills:</b> (What will students do?)</p> <p>Standard/Benchmark 6: Students describe the type of weather characteristics for each season</p>
<p><b>Activate:</b> (Creating focus and purpose)</p> <p>Small heterogeneous <i>concept formation</i> groups will be given an envelope containing pictures of various seasons depicting weather, clothing, scenes, and activities. Ask students to group pictures based on like attributes (Differentiating Process)</p> <p>Have groups report out on their groupings and their rationale for those groups</p> <p>(Some groups may actually organize by season whereas others may do so by clothing, activities, etc.)</p>	
<p><b>Acquire:</b> (Getting the information and grouping choices)</p> <p><b>Total Groups Discussion:</b> Students remain with their groups</p> <p><b>Question Prompts:</b></p> <ol style="list-style-type: none"> <li>1. If it were cold out what would people need to wear? (Students in their groups will select and hold up picture)</li> <li>2. What is something we could do in hot weather?</li> <li>3. What does winter look like?</li> </ol>	

(Continued)

**Figure 7.4** (Continued)

4. What do people often do in spring?  
 5. Which season do you like best and why?

Invite students to go to one of the *four corners* of the room, each labeled with one of the seasons. There they will discuss with the other students who have selected that season why they chose that one and what they like about it. The students pair up with a partner and design a poster or statement to show why their season is the best.

Using large chart paper divided in four quadrants labeled with the four seasons, students are given a bank of vocabulary words (such as warm, hot, sunny, shady, heat, chilly, sticky, swimming, hiking, skating) as well as pictures from their envelope and place them in the appropriate quadrant. (Use tables or floor for working space) (Differentiating Communication/Technology) (Differentiating Multiple Intelligences)

**Formative Assessment:** (Demonstrating the learning)

In your season construction paper book, one season per page, draw and write the following in each of three sections. (Differentiating Interest/Choice)

I am dressed for \_\_\_\_\_ wearing my \_\_\_\_\_.

I like to \_\_\_\_\_ in \_\_\_\_\_ because \_\_\_\_\_.

My house looks like this in \_\_\_\_\_. It has \_\_\_\_\_.

*Students will resource vocabulary and pictures from previous activities. Learners who are at a more proficient level of verbal ability may write without sentence stems. Less able writers may use inventive spelling and correct it for the final product.*

Although we have only considered one chunk of the unit, there are ample opportunities to integrate best-practice instructional strategies in this or other chunks focusing on student thinking and standards. One way to differentiate in the final assessment might be to use a choice board (Figure 7.5) that allows students to select their own preferences but still achieves the targeted standards.

**Figure 7.5** Choice Board: The Weather Reporter (Differentiating Content and Materials) (Differentiating Communication/Technology)

Prepare a CNN report on the computer; use pictures and words	Draw a storyboard with captions to share your weather report	Prepare a television weather report and deliver it
Create a song to report the weather	Wild Card! You choose	Prepare a PowerPoint to share your weather report
Make a play about your weather report	Make a weather board and use it to report the weather	Write a poem about the weather

**“The Survey Says . . .,” Grades 3 to 5**

In this unit, the pre-assessment serves to gather data about student skills in relationship to data analysis. It also serves as a preview of the unit to come. Creating the adjustable grid (Figure 7.6) helps us plot that data and gives us information about the class as a whole as well as individual student needs. The grid records degree of competency, not the number of students in each column.

The chunks for this unit are as follows:

1. Activating learning for the total unit and developing a survey question
2. Learning about visual representations of data
3. Summarizing using median and mean
4. Predicting with data
5. Analyzing data results and sharing

**Figure 7.6** Adjustable Learning Grid: “The Survey Says . . .”

<p><b>Standards-Based Content, Skill, or Assessment:</b> Grade 3 to 5 Mathematics</p> <p><b>Data Analysis and Probability:</b> Develop and evaluate inferences and predictions that are based on data</p> <p><b>Pre-Assessment Tool or Method:</b></p> <p>Have students examine a variety of graphs and charts and predict and interpret data. Quick write (topic sentence and supporting detail and rationale)</p>			
<b>B</b>	Require complex data and challenging predictions that are relevant to their lives	Opportunities to collect, organize, and predict from data in a variety of situations	Beginning with simple data collection  Provide a variety of ways to organize data  Practice in making simple predictions
	Quite capable of interpreting data and also organizing and recording in a variety of forms	Is able to understand and interpret data	
<b>A</b>	Understands averages	Can organize simple data in limited ways	Has little experience with understanding and interpreting data
	Can analyze and summarize data to make predictions	Limited predictions can be made from data	Not able to define median and mean
	<i>High Degree</i>	<i>Approaching</i>	<i>Beginning</i>

If we use Chunk 1, Figure 7.7 shows what the sample planning grid could look like.

**Figure 7.7** Planning for Differentiated Learning: “The Survey Says . . .”

<b>Planning for Differentiated Learning</b>	
<b>Unit Title:</b> The Survey Says . . .	<b>Grade Level:</b> Math 3 to 5
<p><b>Standards:</b> What should students know and be able to do for this portion of the unit (chunk)?</p> <p>Activating learning for the total unit and developing a survey question</p>	<p><b>Pre-Assessment Lesson Strategy:</b> Use the data from the adjustable grid designed from unit pre-assessment tool to start the unit and data from formative assessments throughout the unit such as journals, ticket out, quick writes, quizzes</p>
<p><b>Critical Question for This Portion of the Unit:</b></p> <p>How can we use data to predict how people think about and choose preferences?</p>	<p><b>Personal Question(s):</b></p> <p>Generated by students after activating the learning</p>
<p><b>Content:</b> (Concepts)</p> <p>Data Investigate Predict</p>	<p><b>Skills:</b> (What will students do?)</p> <p>Benchmark 1: Students will design investigations to address a question</p>
<p><b>Activate:</b> (Creating focus and purpose)</p> <p>Class will engage in the mock game based on television show <i>Family Feud</i></p> <p>Students will work in <i>triads</i> and be given a survey questions to ask of other students. They will collect the answers from students in the classroom and display the responses. Then they will rank the top three responses. The teacher sets up the game that will use these survey results. Two teams of students will compete. All students will get a chance to be on a team.</p> <p>The <i>whole class</i> develops three criteria for good survey questions.</p> <p>Teacher shares critical question for this unit and asks students to <i>personalize</i> it in their math journal.</p>	
<p><b>Acquire:</b> (Getting the information and grouping choices)</p> <p><b>Total group:</b> Rationale for need to analyze data and survey. Real-world examples of how surveys are used. <i>Direct instruction</i> on how to design a survey, ways to collect data, tally, and present a variety of ways to organize data (<i>pie chart, vertical bar graph, etc.</i>). Independent application or representation of simple data presented. (Differentiating Process)</p>	

<p><b>Alone:</b> Write a survey question (Differentiating Interest/Choice)</p> <p><b>Partner work:</b> Structured by teacher to peer-edit their survey questions based on criteria identified</p>
<p><b>Formative Assessment:</b> (Demonstrating the learning)</p> <p>Using an <i>inside-outside circle</i>, students will present and test their edited survey questions (Differentiating Multiple Intelligences)</p>

### Do You Know Your Rights? Grades 5 to 8

Figure 7.8 shows the adjustable learning grid for this unit on the Bill of Rights. Constructed from the pre-assessment data, this adjustable grid shows us what students know and are able to do at the beginning of the unit. As before, the grid does not show the number of students in each column but their degree of competency.

**Figure 7.8** Adjustable Learning Grid: Do You Know Your Rights?

<p><b>Standards-Based Content, Skill, or Assessment:</b> Grades 5 to 8</p> <p>Students are able to describe the basic ideas set forth in the Declaration of Independence, Constitution, and Bill of Rights</p> <p><b>Pre-Assessment Tool or Method:</b></p> <p>A Ticket Out can be filled in by students, asking them to explain their understanding of the Bill of Rights</p>			
<b>B</b>	Impact	<p>Historical foundation</p> <p>Current personal tie</p>	<p>What is it?</p> <p>Learn basic elements of the Bill</p> <p>How might it help us today?</p>
	Knowledgeable about the Declaration of Independence, Constitution, and the Bill of Rights and their impact	Know some aspects of the Bill but not its significance	Students are aware of the term <i>Bill of Rights</i> but not its impact or content
<b>A</b>	<i>High Degree</i>	<i>Approaching</i>	<i>Beginning</i>

For this lesson plan, we will focus on student learning for Chunks 1 and 2 (see Figure 7.9).

1. Activating the unit through relevance and application to students' lives
2. Developing a sense of historical background and context, including the concepts of freedom and citizenship; for example, What were some of the influences that led to the Preamble and the first ten amendments?

**Figure 7.9** Planning for Differentiated Learning: Do You Know Your Rights?

<b>Planning for Differentiated Learning</b>	
<b>Unit Title:</b> Do You Know Your Rights?	<b>Grade Level:</b> 5 to 8
<p><b>Standards:</b> What should students know and be able to do for this portion of the unit (chunk)?</p> <ol style="list-style-type: none"> <li>1. Activate the unit through relevance and application to students' lives</li> <li>2. Develop a sense of historical background and context, including the concepts of freedom and citizenship. What were some of the influences that led to the Preamble and the first ten rights?</li> </ol>	<p><b>Pre-Assessment Lesson Strategy:</b> Use the data from the adjustable grid designed from unit pre-assessment tool to start the unit and data from formative assessments throughout the unit such as journals, ticket out, quick writes, quizzes</p>
<p><b>Critical Question for This Portion of the Unit:</b></p> <ol style="list-style-type: none"> <li>1. How will you compare the reasons the Bill of Rights was drafted and the reasons it is still a powerful and influential document today?</li> </ol>	<p><b>Personal Question(s):</b></p> <p>Generated by students after activating the learning</p>
<p><b>Content:</b> (Concepts)</p> <p>Bill of Rights Constitution Historical context</p>	<p><b>Skills:</b> (What will students do?)</p> <p>Benchmark a: (as in curriculum unit plan) Students will explain the reasons for the Bill of Rights and how this critical document has changed over time</p>
<p><b>Activate:</b> (Creating focus and purpose)</p> <p>One way for a teacher to set the stage for this unit is to bring in the following:</p> <ul style="list-style-type: none"> <li>• A school district job application or college application with a nondiscrimination clause</li> <li>• A copy of the Miranda rights (from the local police)</li> <li>• A copy of a blank tax form</li> <li>• A newspaper</li> <li>• A ballot</li> <li>• A church bulletin or notice</li> </ul> <p>Students are given a summary copy of the Bill of Rights and organized into <i>small heterogeneous groups</i>. Ask students from each group to explain to the whole group which right corresponds to a particular document. In addition, ask if they can think of any other examples.</p>	

**Acquire:** (Getting the information and grouping choices)

**Total group:**

**Before viewing:** Divide into groups of five. Give each group a five-section puzzle or star with five questions on it. Each student will use a point of a puzzle or star with their question. The Bill of Rights is the central idea.

1. Why were the amendments written?
2. List some of the issues that led to the Bill of Rights
3. Did everyone agree? Why or why not?
4. What else was going on in the colonies at that time?
5. What were some of the influences that led to the Preamble?

Students will take notes on their questions during the video. (*jigsaw strategy*) (Special needs or English as a second language learners may work with a partner)

**Total group:** View video clip from PBS on *Creation of the Bill of Rights* and answer questions

**Small groups:** In a group of five, share answers to their question with the others and take notes on a summarizing star sheet. (See Figure 7.10)

**Total group:** Discussion to summarize historical context of Bill of Rights  
Given the reasons for certain rights, are they still applicable today?  
Which one is most important to you and why? *Think, Pair, Share*

**Formative Assessment:** (Demonstrating the learning)

**Using a T chart:** In the film, list some issues we still deal with today. On the right side, what are some issues that may be different today?

**Resources:** Film Notes and current newspaper or news magazine. Could be assigned as homework.

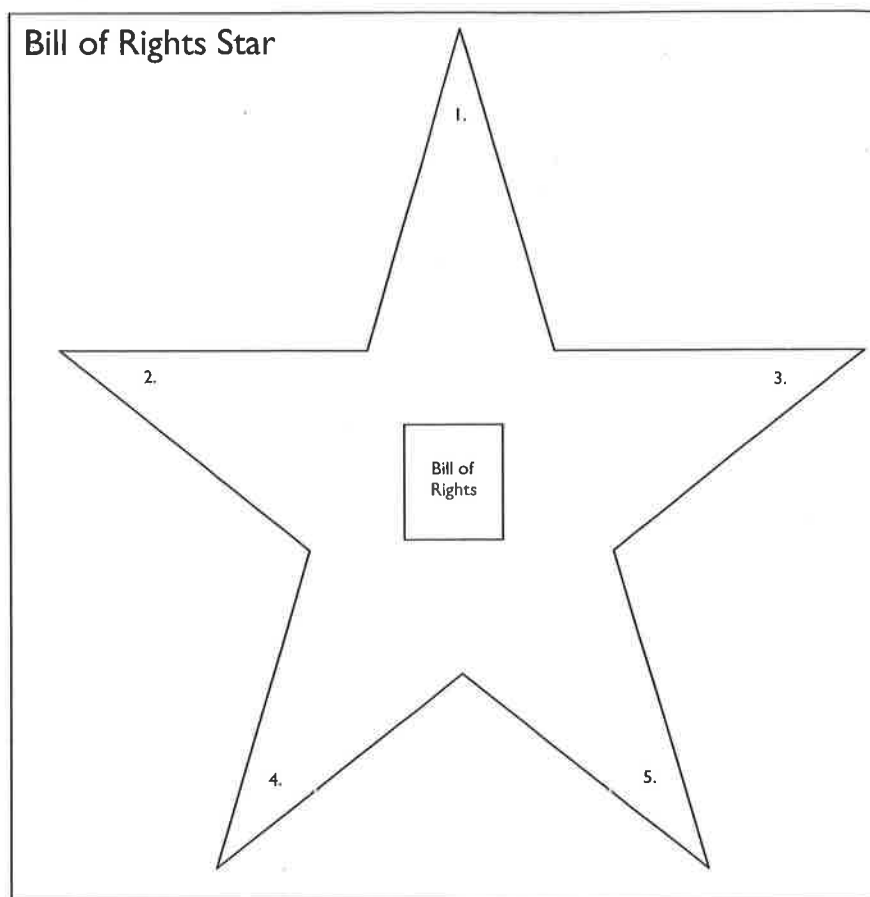
Same Issues	Different Issues

Students working in small groups may have a particular area of interest and may want to construct questions of their own concerning different amendments (Differentiating Interest/Choice) (see Figure 7.10).

We can also use tiering (Tomlinson, 2001) to challenge students at their readiness level in terms of depth of knowledge and ability to think abstractly, which means we will adjust the degree of complexity in the assignment for students at the various levels (Differentiating Readiness).

Figure 7.11 provides a set of tiered assignments for students at various levels of readiness. All are engaging and challenging assignments but at different levels of complexity.

**Figure 7.10** Note-Taking Sheet: Do You Know Your Rights?

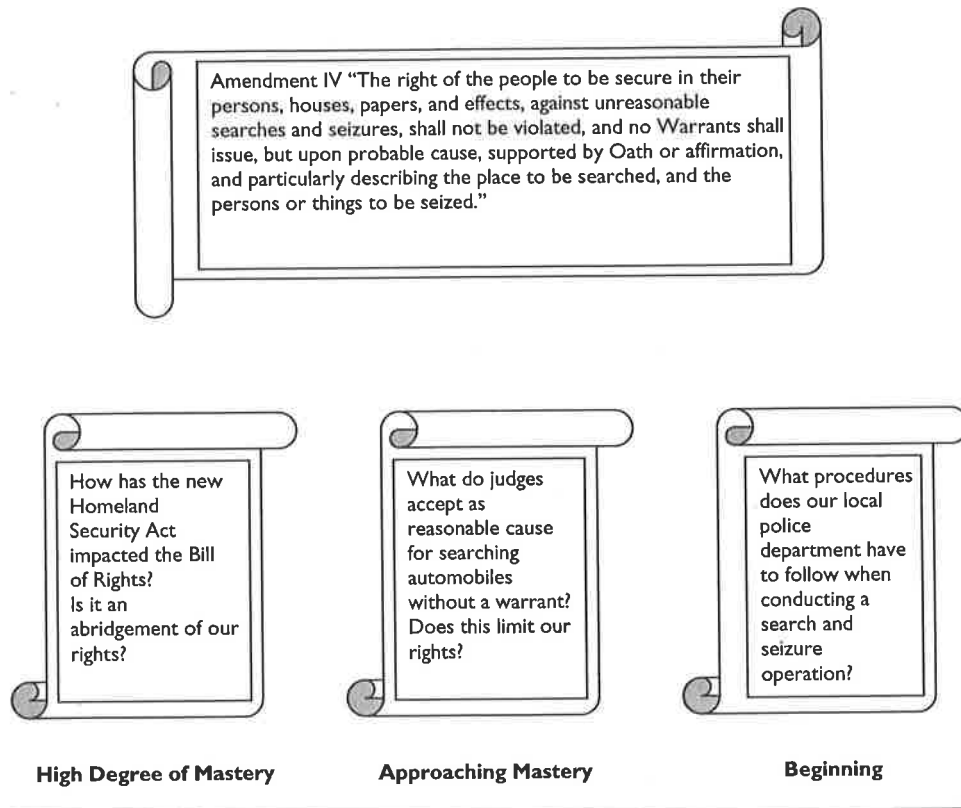


### Persuasive Writing—Convince Me! Grades 9 to 12

In this unit of study, we have nine chunks:

1. Introducing persuasive writing: Why do we need it? How is it relevant?
2. Reviewing the model and rubric
3. Learning the pieces of good persuasive writing and practicing them

**Figure 7.11** Tiered Assignments: Do You Know Your Rights?



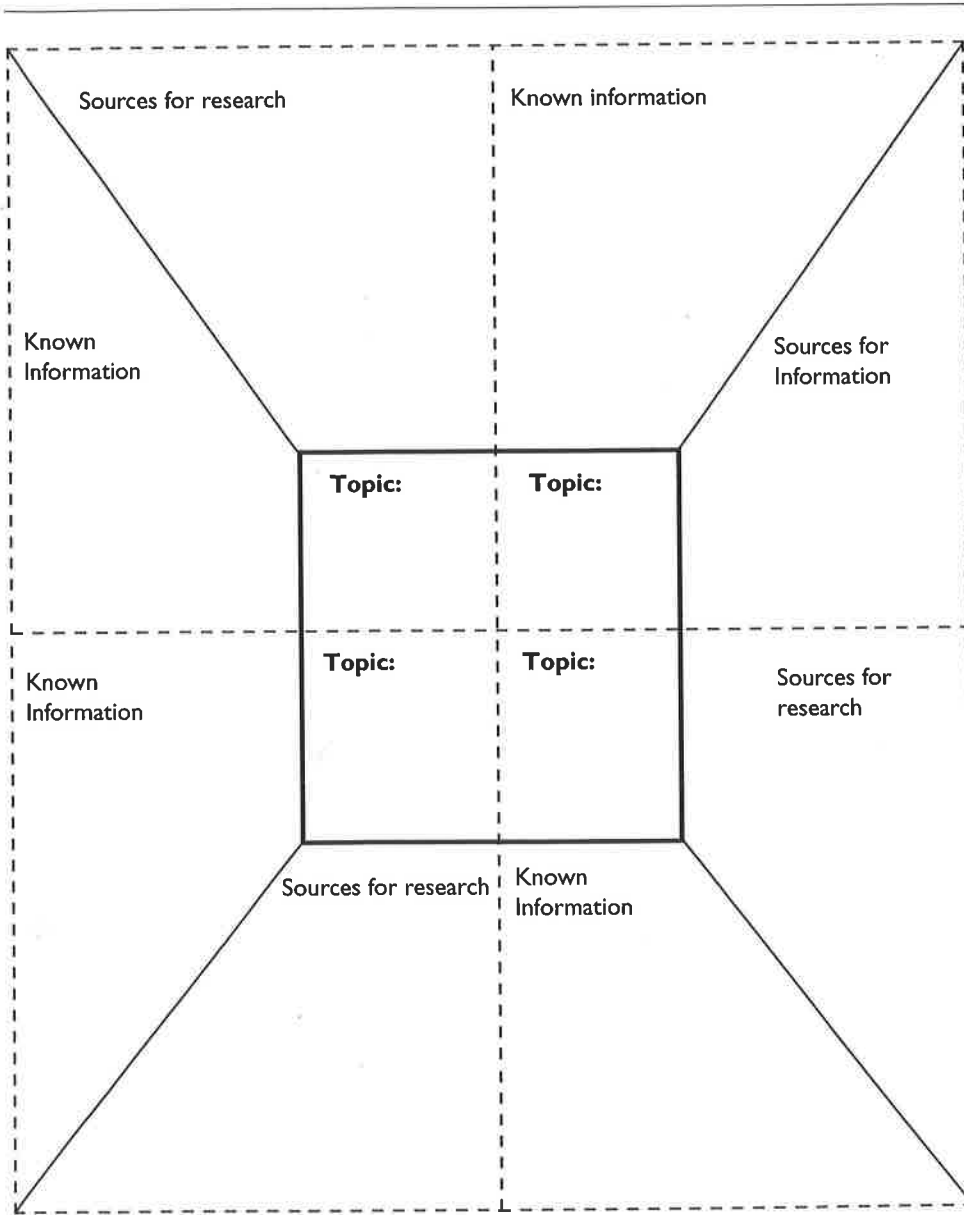
4. Writing compelling introductions and conclusions and adding background
5. Using evidence for and against a claim
6. Writing occasion and/or position statements to convey point of view
7. Varying voice, sentence style, and word choice to help the reader
8. Choosing an issue and researching point of view
9. Summarizing research and using a graphic organizer

Figure 7.12 details the learning for Chunks 8 and 9, and Figure 7.13 offers a Four-Corners Graphic Organizer for summarizing and note taking. Students also can use a self-evaluation checklist, like the following:

**Figure 7.12** Planning for Differentiated Learning: Persuasive Writing—Convince Me!

<b>Planning for Differentiated Learning</b>	
<b>Unit Title:</b> Persuasive Writing—Convince Me!	<b>Grade Level:</b> 9 to 12
<p><b>Standards:</b> What should students know and be able to do for this portion of the unit (chunk)?</p> <p>Choosing an issue and researching your point of view</p>	<p><b>Pre-Assessment Lesson Strategy:</b> Use the data from the adjustable grid designed from unit pre-assessment tool to start the unit and data from formative assessments throughout the unit such as journals, ticket out, quick writes, quizzes</p>
<p><b>Critical Question for This Portion of the Unit:</b></p> <p>1. How can I research and write to persuade others that I have a valid point of view?</p>	<p><b>Personal Question(s):</b></p> <p>Information on research skills from previous unit</p>
<p><b>Content:</b> (Concepts)</p> <p>Claim or position Rationale Voice</p>	<p><b>Skills:</b> (What will students do?)</p> <p><i>Standard 2:</i> 2. Students will choose and research evidence about a point of view on a controversial issue</p>
<p><b>Activate:</b> (Creating focus and purpose)</p> <p>Teacher asks students to do a <i>Quick Write</i> as a ticket out. They must persuade the teacher not to assign homework the next day. Teacher uses this as pre-assessment data to identify if the student can use the attributes of persuasive writing taught in the pervious chunk of the unit (vocabulary, voice, logic).</p>	
<p><b>Acquire:</b> (Getting the information and grouping choices)</p> <p><b>Small groups:</b> Students work in heterogeneous small groups of three to examine a few paragraphs of a highly persuasive speaker and analyze the attributes of compelling writing. Use the unit rubric considering voice and claim to assess the effectiveness. (e.g., Martin Luther King, John F. Kennedy, Rosa Parks) (Differentiating Content and Materials)</p> <p><b>Total group:</b> Class discussion about a hot issue in the school community. With a <i>random partner</i>, brainstorm possible topics and possible sources of information. Use a <i>four-corner placemat</i> for recording information and research. (Differentiating Process)</p> <p><b>Alone:</b> Write a well-constructed occasion/position (claim)</p> <p><b>Clock partners:</b> Using the rubric, be a critical friend to your partner's work (Differentiating Multiple Intelligences)</p>	
<p><b>Formative Assessment:</b> (Demonstrating the learning)</p> <p>Using your placemat and your claim, produce a graphic organizer (Figure 7.13) on your point of view on the hot issue in our school. (Differentiating Interest/Choice) This will help students practice using the organizer that goes with the final assessment. Use a self-evaluation checklist and set a personal goal (Figure 7.14). (Differentiating Multiple Intelligences)</p>	

**Figure 7.13** Four-Corners Graphic Organizer for Summarizing and Note Taking:  
The Hot Issues



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*Self-Evaluation Checklist for Persuasive Writing*

Students will respond to each statement with one of the following: Yes, Somewhat, Not really

- \_\_\_ Claim indicates why this issue is important to student.
- \_\_\_ Claim is well supported by the reasons for and reasons against other points of view.
- \_\_\_ Writing has a clear introduction and a logical conclusion that are supported by evidence.
- \_\_\_ Word choice is varied and suited to the theme.
- \_\_\_ Writing is clearly geared to a specific audience or reader.
- \_\_\_ Sentences are varied in length and type to add interest to the letter.
- \_\_\_ Writing is edited and submitted error-free.
- \_\_\_ Primary and secondary sources are used and quoted appropriately.

Based on how students answered their checklists, they can set personal goals for improvement.

**SUMMARY**

We hope these samples show you why the data are needed and how to put them together to make meaningful decisions about differentiated learning experiences for diverse learners. By using these data driven methods, we can keep our planning tied to the required standards and assessments for high-stakes learning.

Differentiation comes in many forms. The thoughtful practitioner recognizes that one size doesn't fit all and that it takes careful planning and ongoing assessment to reach all students and ensure their continuing growth, achievement, and success.