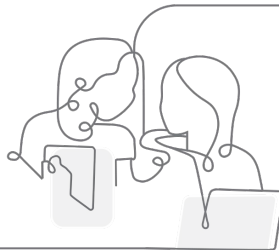




# Provide opportunities and supports for all students to work “up”

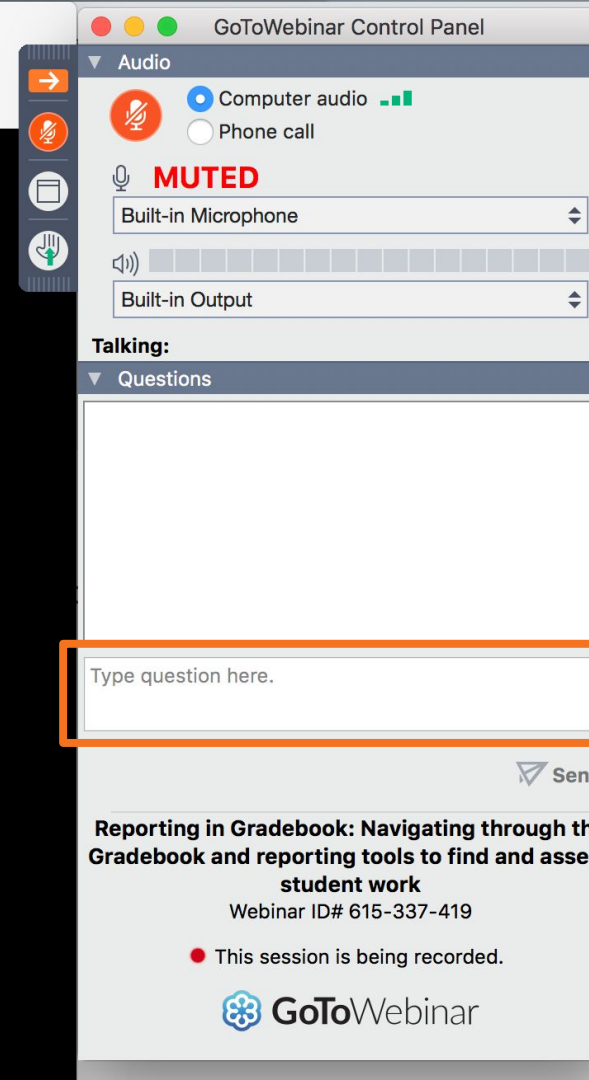
WEBINAR SERIES

November 7, 2018



# Housekeeping

- 45 minute presentation
- 10 minutes at end for questions
- Type questions in text box of the control panel
- Poll questions
- Recording





**Deb Sabin**, Chief Academic Officer



**Teri Kinney**, Associate Director of  
Content and Classroom Experience

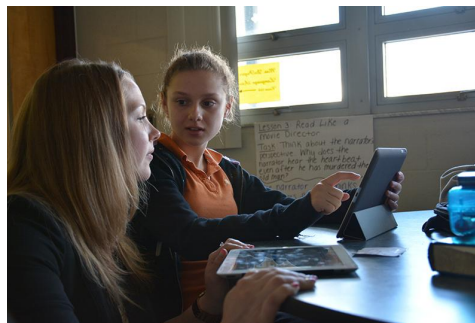
# Who are we?

- A pioneer in K-8 education since 2000
- Provide core and supplemental programs for ELA, Science, and Math
- Provide teachers with tools that help them understand and respond to the needs of all their students
- Serve more than three million students in all 50 states



# Middle school matters

- They are doing important developmental work
- They are more independent
- They want to express their opinions
- They need additional challenge
- They are very invested in peers

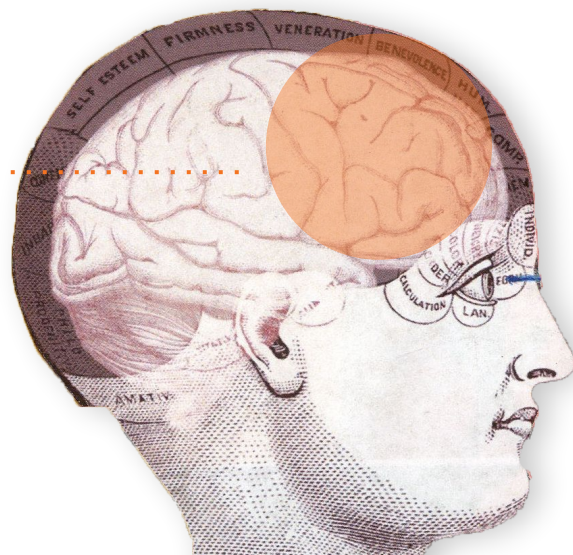


# Brain at work for middle schoolers

Laying down the tracks of the pre-frontal cortex -  
"I think therefore I am"

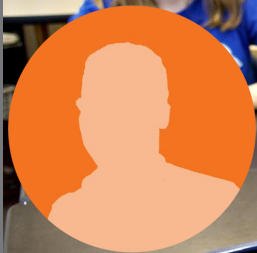
"cognitive workspace."

— Maryanne Wolf





2-3 years behind



ELLs



Advanced



# Poll

Please select which type of students are in your classroom(s).

- A. ELLs
- B. 2-3 years behind
- C. Advanced
- D. Other

# Low floors, high ceilings

Goal: All students must be challenged to work with grade level texts and tasks



Universal design so all students enter in.

Differentiated supports so all students work up.

# What is differentiation?

A framework for effective teaching that allows teachers to provide different students with different ways to learn the same material or skills.

1. Universal design
2. Differentiated supports
3. Differentiated activities

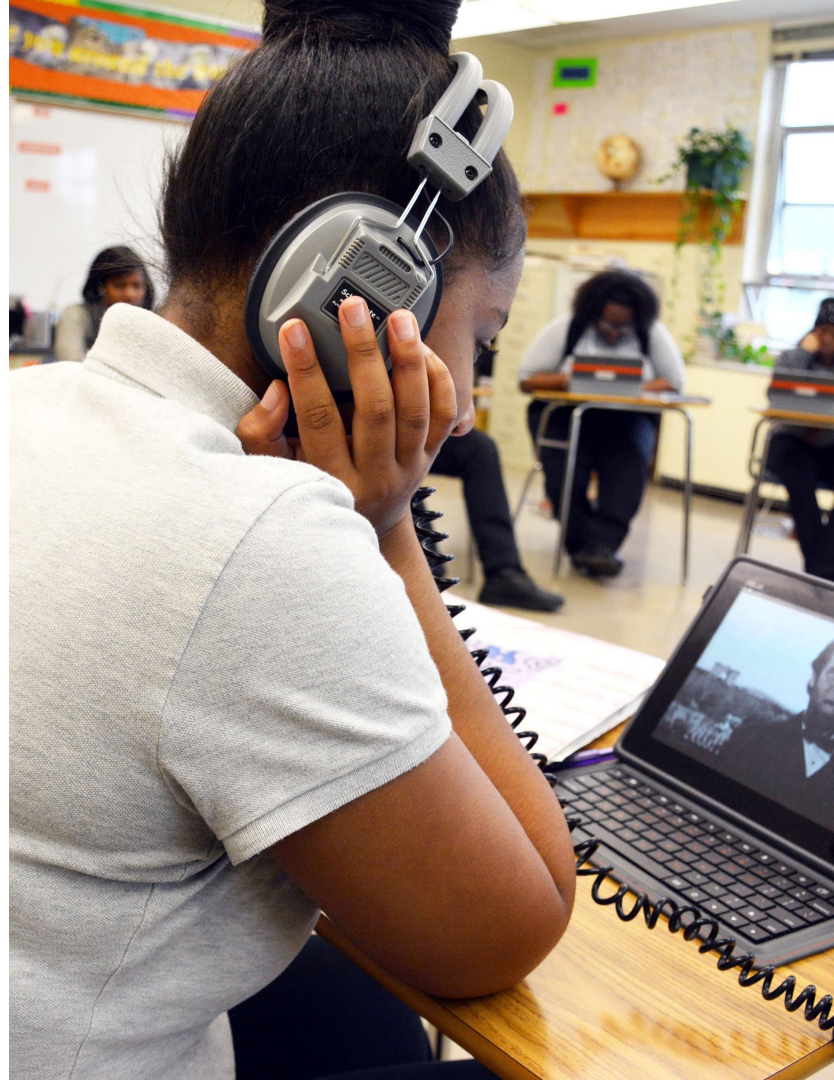


# Universal design

Curriculum and instruction are designed so that one very rich activity for the whole class serves the needs of every student, providing appropriate challenge and access.

## Provides learners with:

- Various ways of acquiring information and knowledge
- Various ways of demonstrating what they know
- Multiple means of engagement that offer appropriate challenges, and increase motivation



# Differentiated supports

You can differentiate the **process** (how the material is taught) and provide different supports that allow all students access to the same content.

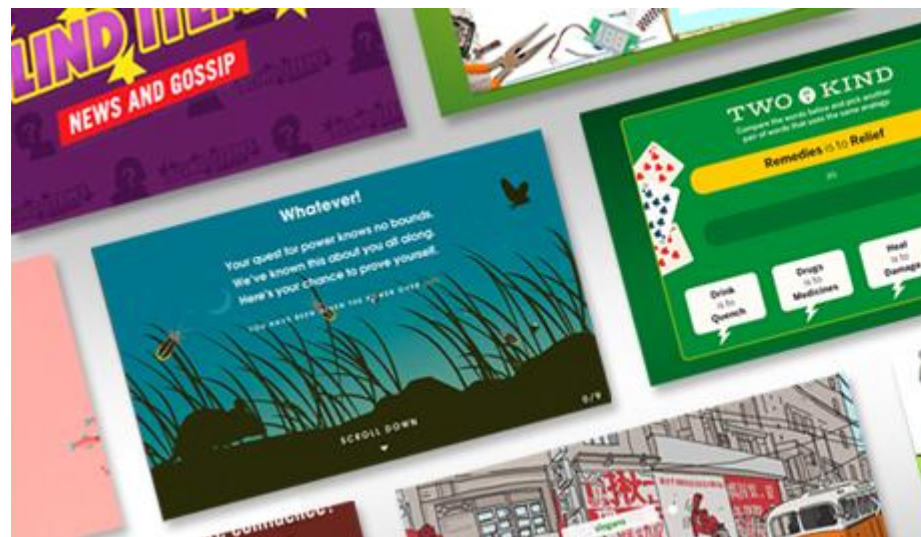
## Destroy the Four Olds!

The sight of some high school students distracted me. Two boys and a pigtailed girl were walking toward us. They were young, no more than three or four years older than me. They walked slowly through the bustling crowd, looking closely at people's pants and shoes. My sister and I stared at them with admiration. We knew they must be student inspectors. The newspapers had pointed out that the four olds were also reflected in clothing, and now high school students had taken responsibility for eliminating such dress. For example, any pants with a leg narrower than eight inches for women or nine inches for men would be considered four olds.

# Differentiated activities

You can also differentiate the **product** which will allow students to complete a different activity while still demonstrating their learning of the content.

You can differentiate **content** to all students to acquire more basic skills that will help them access grade level materials.



**JI-LI JIANG**

★★ FOREWORD BY ★★  
DAVID HENRY HWANG

# RED SCARF GIRL

★★ A MEMOIR OF THE ★★  
CULTURAL REVOLUTION

- Beginning of 7th grade
- Memoir: Cultural Revolution in China
- Overall Goals for this unit:
  - Reading: Students will analyze the changes in the narrator
  - Writing: Students will use evidence to support their claim when writing about a text.

# Poll

What will be a struggle for my students who need support, based on the description of the lesson?

- A. Background knowledge
- B. Vocabulary
- C. Reading level
- D. Writing
- E. Other

# Lesson 1:

## The World of Red Scarf Girl

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

V

2

CLASS  
Present: Download the Unit  
Texts

L

T

TEACHER  
Introduce: Ji-li's World

C

3

READING  
Work Visually: Reading an  
Image I

R

T

TEACHER  
Discuss: Reading an Image I

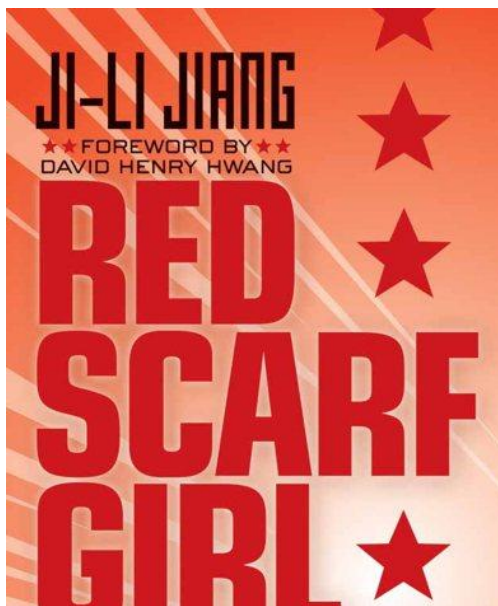
C

>

### Lesson objectives:

- **Reading:** Students will describe concrete details in images to make inferences about the tone.
- **Writing:** Students will stake a claim about the narrator's emotional tone and support it with concrete details.

16



# Lesson 1:

## The World of Red Scarf Girl

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

V

2

CLASS  
Present: Download the Unit  
Texts

L

T

TEACHER  
Introduce: Ji-li's World

M

3

READING  
Work Visually: Reading an  
Image I

R

T

TEACHER  
Discuss: Reading an Image I

M

>

1. Students view a propaganda image and write what the artist wanted people to feel as they looked at it.
2. Students list details they see in the image to support their answer.

How do you think the artist wanted people to feel about Chairman Mao when they looked at this image?

Which details did the artist include in this image to get people to feel that way?



# Lesson 1:

## The World of Red Scarf Girl

Lesson Brief  
(8 Activities)



4

READING

Work Visually: Reading an Image II



T

TEACHER

Discuss: Reading an Image II



T

TEACHER

Discuss: Watching the Prologue



5

WRITING

Write: Describing Details You Notice



6

CLASS

Share



1. Students repeat the activity with another image.
2. Teacher records students' ideas on a T-Chart that shows the details and the impact of each detail.



# Lesson 1:

## The World of Red Scarf Girl

Lesson Brief  
(8 Activities)



4

READING  
Work Visually: Reading an  
Image II



T

TEACHER  
Discuss: Reading an Image  
II



T

TEACHER  
Discuss: Watching the  
Prologue



5

WRITING  
Write: Describing Details  
You Notice



6

CLASS  
Share



1. Students watch a video of author reading prologue
2. Class discussion around student's impressions and predictions after hearing prologue (including "why?").



# Lesson 1:

## The World of Red Scarf Girl

Lesson Brief  
(8 Activities)

<

4

READING  
Work Visually: Reading an  
Image II



T

TEACHER  
Discuss: Reading an Image  
II



T

TEACHER  
Discuss: Watching the  
Prologue



5

WRITING  
Write: Describing Details  
You Notice



6

CLASS  
Share



>

1. Students reread the Prologue and select words the author uses to describe how she feels.
2. Students use items they highlighted as evidence as they respond to a 12-minute writing prompt.



2

1

How hopeful do you think Ji-li is at this moment in her story?

Which details in the Prologue lead you to think so?

**B**

**I**

U

☰

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Word Count: 0

Write here...

# Universal design

# Supporting readers through universal design

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

V

2

CLASS  
Present: Download the Unit  
Texts

L

T

TEACHER  
Introduce: Ji-li's World

M

3

READING  
Work Visually: Reading an  
Image I

E

T

TEACHER  
Discuss: Reading an Image I

M

4

READING  
Work Visually: Reading an  
Image II

E

>

Skills are introduced through an image before introducing the text:

- Making a claim
- Supporting claim with evidence



# Supporting readers through instructional design

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

v

2

CLASS  
Present: Download the Unit  
Texts

💡

T

TEACHER  
Introduce: Ji-li's World

🖼️

3

READING  
Work Visually: Reading an  
Image I

📖

T

TEACHER  
Discuss: Reading an Image I

🖼️

4

READING  
Work Visually: Reading an  
Image II

📖

>

## Variety of learning modes:

Work visually, work out loud, select evidence, writing.

Use media to establish key background information.



# Supporting readers through instructional design

Lesson Brief (8 Activities)	<	T TEACHER Discuss: Reading an Image II	T TEACHER Discuss: Watching the Prologue	5 WRITING Write: Describing Details You Notice	6 CLASS Share	7 CLASS Wrap-Up	8 INDIVIDUAL Solo
--------------------------------	---	---	---	---	---------------------	-----------------------	-------------------------

Media and audio supports for text

## Prologue

I was born on Chinese  
New Year.

Carefully, my parents  
chose my name: Ji-li,  
meaning lucky and  
beautiful. They hoped that  
I would be the happiest girl  
in the world.

And I was.

I was **happy** because I  
was always loved and  
respected. I was **proud**  
because I was able to  
**excel** and always expected

# Supporting readers through universal design

## Prologue

I was born on Chinese New Year.

Carefully, my parents chose my name: Ji-li, meaning lucky and beautiful. They hoped that I would be the happiest girl in the world.

And I was.

I was **happy** because I was always loved and respected. I was **proud** because I was able to **excel** and always expected to succeed. I was trusting, too. I never doubted what I was told: "Heaven and earth are great, but greater still is the kindness of the Communist Party; father and mother are dear, but dearer still is Chairman Mao."

symbol

With my red scarf, the **emblem** of the Young Pioneers, tied around my neck, and my heart bursting with joy, I **achieved and grew every day until that** **fateful** year, 1966.

That year I was twelve years old, in sixth grade.

That year the Cultural Revolution started.

# Supporting readers through universal design

## Clear routine for writing

- Regular, formative writing to develop textual analysis
- Activities in the lesson build to this writing activity

How hopeful do you think Ji-li is at this moment in her story?

Which details in the Prologue lead you to think so?



Word Count: 0

Write here...

# Supporting readers through instructional design

Lesson Brief (8 Activities)	<	T TEACHER Discuss: Reading an Image II	T TEACHER Discuss: Watching the Prologue	5 WRITING Write: Describing Details You Notice	6 CLASS Share	7 CLASS Wrap-Up	8 INDIVIDUAL Solo
--------------------------------	---	---	---	---	---------------------	-----------------------	-------------------------

- Regular routine for students to communicate their ideas
- Clear routine for peers to provide target feedback

## Response Starters for Writing About Text

1. I could picture \_\_\_\_ (character, scene, action) when you wrote \_\_\_\_.
2. When you used the word \_\_\_\_, it helped me understand \_\_\_\_.
3. When you used the evidence about \_\_\_\_, it convinced me that \_\_\_\_.
4. When you explained \_\_\_\_ about the quotation, I realized why you included it.

# Differentiated supports



# Supporting readers with differentiated supports

- OTSCs to guide teacher to support key skills
- Differentiated supports assigned in advance or as needed

The screenshot displays a differentiated instruction interface with a top navigation bar and a main content area. The navigation bar includes sections for Lesson Brief (8 Activities), Teacher activities (Reading an Image II, Watching the Prologue), Writing (Describing Details, You Notice), Class activities (Share, Wrap-Up), and Individual Solo. The main content area shows a list of students under the 'CORE (25)' group. A table displays student progress and support needs for two sections: 'Section 1' and 'Section 2'. A red bird icon is positioned between the two columns of the table.

Section:	ON TRACK	ON TRACK
Section 1	Students noticing specific details in the poster.	Students pointing to specific details and explaining how they might make people feel.
Section 2	Students pointing to specific details but not explaining how they might make people feel.	(ELL) Students feeling stuck on identifying the emotion the poster is meant to elicit.
	NEEDS SUPPORT	NEEDS SUPPORT

Students listed on the left:

- Drucker, Andrei
- Estrelia, Edgardo
- Fuentes, Miriam

## ELL Student

Hopeful: thinking or wishing good things are going to happen

3. Write three or four sentences explaining how hopeful Ji-li is at this moment in her story.

Choose one or two of these sentence starters to help you get started writing.

**I think that Ji-li is hopeful/not hopeful because \_\_\_\_\_.**

**In the Prologue, it says \_\_\_\_\_, which makes me think \_\_\_\_\_.**

**B I U** |        

Word Count: 2

Write here...

## Moderate Support

### Directions

1. Look at the details you highlighted that show how Ji-li is feeling. Do these details show that Ji-li is feeling hopeful?

2. Write three or four sentences about how hopeful Ji-li is in the Prologue and the details that lead you to think so.

Choose one or two of these sentence starters to help you get started writing.

**I think that Ji-li is hopeful/not hopeful because \_\_\_\_\_.**

**In the Prologue, it says \_\_\_\_\_, which makes me think \_\_\_\_\_.**

**B I U** |        

Word Count: 2

Write here...

# Supporting readers with differentiated supports

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

V

2

CLASS  
Present: Download the Unit  
Texts

L

T

TEACHER  
Introduce: Ji-li's World

U

3

READING  
Work Visually: Reading an  
Image I

E

T

TEACHER  
Discuss: Reading an Image I

U

4

READING  
Work Visually: Reading an  
Image II

E

>

- Class discussions grounded in text evidence
- Teacher guide supports teacher to facilitate discussion

## Discussion Sentence Starters

1. I think \_\_\_\_\_ about Ji-li because \_\_\_\_\_.
2. My first impression of Ji-li is \_\_\_\_\_ because \_\_\_\_\_.
3. The text says \_\_\_\_\_ which makes me think \_\_\_\_\_.
4. I think \_\_\_\_\_ is going to happen because \_\_\_\_\_.

# Solo with text preview



Excerpt from Chapter 1 in *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

## The Liberation Army Dancer

Chairman Mao, our beloved leader, smiled down at us from his place above the blackboard. The sounds and smells of the tantalizing May afternoon drifted in through the window. The sweet breeze carried the scent of new leaves and tender young grass and rippled the paper slogan below Chairman Mao's picture: STUDY HARD AND ADVANCE EVERY DAY. In the corner behind me the breeze also rustled the papers hanging from the Students' Garden, a beautifully decorated piece of cardboard that displayed

## Text Preview

This passage comes from the memoir of Ji-li Jiang, a girl who grew up in China in the 1960s. Ji-li was in music class one day when her principal came in with a Liberation Army soldier who chose Ji-li and one other student to leave class with her. Later, the principal called some students to her office for a chat.

# Differentiated activities



# Supporting readers with differentiated activities

- Student practice using contextual clues, synonyms and antonyms, roots and stems, dictionary skills
- The Vocabulary App is self-guided and adaptive with six possible levels

The screenshot displays the 'BLIND ITEMS' app interface, which is designed for reading comprehension practice. At the top, there's a header with the app's name 'BLIND ITEMS' in a stylized, colorful font, flanked by question mark icons. Below the header, a navigation bar indicates the current activity: 'READ THE FOLLOWING GOSSIP PIECE AND PICK WHICH OPTION BEST ANSWERS THE QUESTION'. The main content area features a torn piece of paper with a text snippet: 'This young actress is the focus in the film industry right now. Everyone wants to hire her! Directors are always talking about her, and she is constantly in movie magazines. But source say she wishes everyone wasn't thinking about her all the time!'. To the right of the text, a 'QUESTION:' box asks, 'This young actress is the focus in the film industry. What does this mean?'. Below the question, there are three multiple-choice options labeled A, B, and C, each in a blue box. Option A states: 'She is the object of jealousy in the film industry.' Option B states: 'She is the most highly paid in the film industry.' Option C states: 'She is the center of attention in the film industry.'

# Supporting readers with differentiated activities

Lesson Brief  
(8 Activities)

1

VOCABULARY  
Vocabulary Activities

V

2

CLASS  
Present: Download the Unit  
Texts

L

T

TEACHER  
Introduce: Ji-li's World

M

3

READING  
Work Visually: Reading an  
Image I

M

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TEACHER  
Discuss: Reading an Image I

M

4

READING  
Work Visually: Reading an  
Image II

M

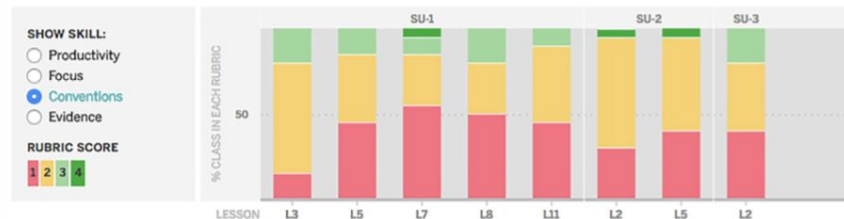
>

- **Reading:** Students will describe concrete details in images to make inferences about the tone.
- What if a student has graphomotor problems?
- Is there another way for students to show their understanding?



## Writing Skills: Conventions

How are students progressing against the skill of Conventions?



See Less

Summary View

Student ▲	Avg Last 3	SU-1: The Adventures of Tom Sawyer					SU-2: "The Spec...		SU-3	
		L3	L5	L7	L8	L11	L2	L5	L2	
Hart, Student 10	1.3	3	3	1			2	2		
Hart, Student 11	2.3	2	1	3		2	2	2	3	
Hart, Student 12	1	2	3	2	3	2	2	1		
Hart, Student 13	0.7	2	2		2	2	2			
Hart, Student 14	0.3	2		2		2	1			
Hart, Student 15	2.7	2	2	1	3	1	4	2	2	
Hart, Student 16	2.3	1	2	2	3	2	2	2	3	

## Writing Skills: Productivity

How are students progressing against the skill of Productivity?



See Less

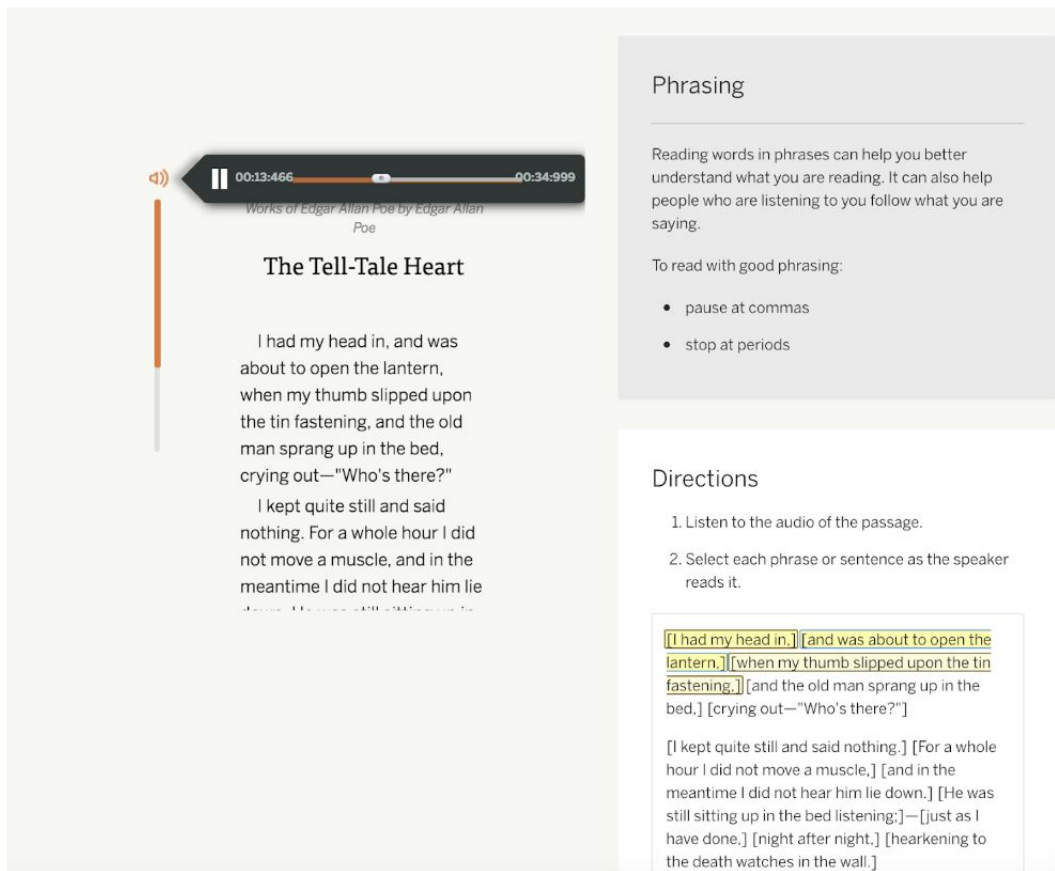
Summary View

Student ▲		SU-1: The Adventures of Tom Sawyer					SU-2: "The Spec...		SU-3	
		L3	L5	L7	L8	L11	L2	L5	L2	
Hart, Stud...	PRODUCTIVITY	100	100	80	31	108	84	55	47	
	Avg Last 3	62								
	CONVENTIONS	3	3	1	!	!	2	2	!	
	Avg Last 3	1.3								
	FOCUS	3	2	2	1	2	2	2	1	
Hart, Stud...	EVIDENCE									
	Avg Last 3									
	PRODUCTIVITY	109	78	108	25	97	90	92	101	
	Avg Last 3	94.3								
	CONVENTIONS	2	1	3	!	2	2	2	3	
	Avg Last 3	2.3								
	FOCUS	3	2	3	1	2	2	2	3	
	Avg Last 3	2.3								

# Use data to plan supports strategically

## What do students need?

- Fluency practice
- Revision assignment
- Time to reread and analyze specific passages from the text
- More practice writing to the text



00:13:466 00:34:999

Works of Edgar Allan Poe by Edgar Allan Poe

### The Tell-Tale Heart

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—"Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie

#### Phrasing

Reading words in phrases can help you better understand what you are reading. It can also help people who are listening to you follow what you are saying.

To read with good phrasing:

- pause at commas
- stop at periods

#### Directions

1. Listen to the audio of the passage.
2. Select each phrase or sentence as the speaker reads it.

[I had my head in.] [and was about to open the lantern.] [when my thumb slipped upon the tin fastening.] [and the old man sprang up in the bed.] [crying out—"Who's there?"]

[I kept quite still and said nothing.] [For a whole hour I did not move a muscle.] [and in the meantime I did not hear him lie down.] [He was still sitting up in the bed listening:]— [just as I have done.] [night after night.] [hearkening to the death watches in the wall.]

# Use data to plan supports strategically

## What do students need?




Other students may need a more advanced challenge.

### A Boy's Summer Song

'Tis fine to play  
In the fragrant hay,  
And romp on the golden load;  
To ride old Jack  
To the barn and back,  
Or tramp by a shady road.  
To pause and drink,  
At a mossy brink;  
Ah, that is the best of joy,  
And so I say  
On a summer's day,  
What's so fine as being a boy?  
Ha, Ha!

With line and hook  
By a babbling brook,  
The fisherman's sport we ply;  
And list the song  
Of the feathered throng

The poet Paul Laurence Dunbar wrote a poem about a fun moment. Read the poem and annotate it for strong verbs. Then select four verbs and describe how the poet uses them to show that "'Tis fine to play" (1).

**B I U**   

Word Count: 0

Write here...

# Poll

Will this lesson provide the supports my students need in the areas I identified?

- A. Background knowledge
- B. Vocabulary
- C. Reading level
- D. Writing
- E. Other

# Universal design

**Definition:** curriculum and instruction are designed so that one very rich activity for the whole class serves the needs of every student, providing appropriate challenge and access.

**How to use it:** use as a scaffold or element of close reading, not a replacement.

**Why it works:** allows students to access the text using a range of senses.

## **ROMEO To Juliet**

90 If I profane with my unworhiest hand  
This holy shrine, the gentle sin is this,  
My lips, two blushing pilgrims, ready stand  
To smooth that rough touch with a tender kiss.

## **JULIET**

Good pilgrim, you do wrong your hand too much,  
95 Which mannerly devotion shows in this:  
For saints have hands that pilgrims' hands do touch,  
And palm to palm is holy palmers' kiss.

## **ROMEO**

Have not saints lips, and holy palmers too?

## **JULIET**

Ay, pilgrim, lips that they must use in pray'r.

## **ROMEO**



# Differentiated support

**Definition:** you can differentiate the **process** (how the material is taught) and provide different supports that allow all students access to the same content.

**When to use it:** help students organize their thoughts to start speaking or writing.

**Why it works:** once a student begins to express meaning, they build momentum.











2) Read lines 90–104 aloud.

3) What do you notice about how these lines sound, especially at the end of the lines? How does Romeo and Juliet's language show that they make a good couple?

Use the sentence starter to help you.

- Romeo and Juliet's tone in these lines is \_\_\_\_\_. I know this because \_\_\_\_\_.

Click NEXT to see the excerpt.

**B I U** |     |     |  

Word Count: 0

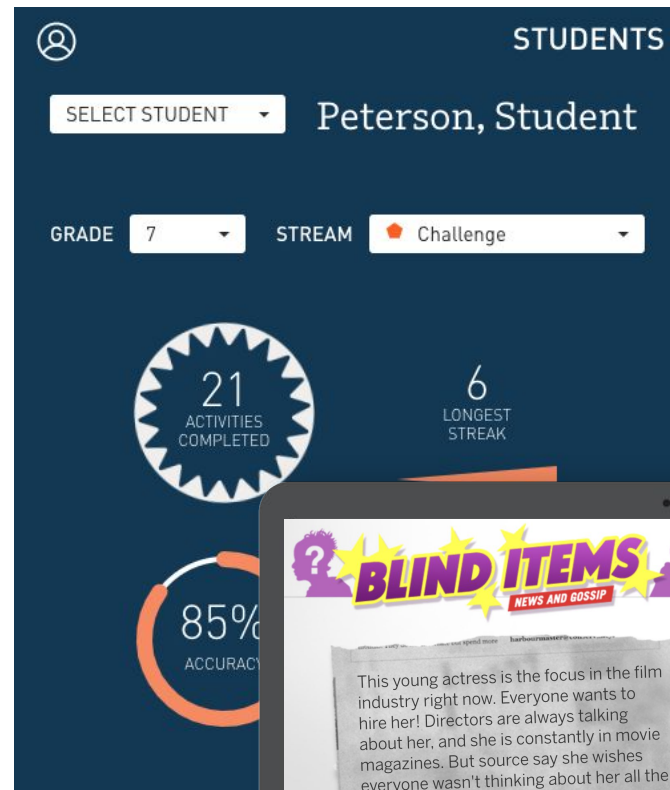
Write here...

# Differentiated activities

**Definition:** differentiate the product, which will allow students to complete a different activity while still demonstrating their learning of the content. Or, differentiate the content to all students to acquire or practice a needed skill that will help them access grade level materials.

**When to use it:** create a designated time for WIN (what I need) activities (based on student data).

**Why it works:** differentiation is based on clear pattern within formative data.



The screenshot shows a reading comprehension activity titled 'BLIND ITEMS' with the subtitle 'NEWS AND GOSSIP'. The activity is presented on a tablet screen. The main text reads: 'This young actress is the focus in the film industry right now. Everyone wants to hire her! Directors are always talking about her, and she is constantly in movie magazines. But source say she wishes everyone wasn't thinking about her all the time!'. Below the text is a blurred image of a person. To the right of the text is a question: 'This young actress is the focus in the film industry. What does this mean?'. Below the question are three multiple-choice options: A. She is the object of jealousy in the film industry. B. She is the most highly paid person in the film industry. C. She is the center of attention in the film industry.

# Questions



# White Paper

## Four principles of true engagement in middle school ELA

AmplifyELA

Beyond “make it fun.”  
Four principles of true  
engagement in middle  
school ELA

By Deborah Sabin, CAO



