



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Module 6

Differentiation



Participant Packet

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Slide 1



Arizona Department of Education

Arizona Professional Learning Series: Increasing Literacy Achievement for All Students

Module 6

Slide 2

AZPLS

NORMS

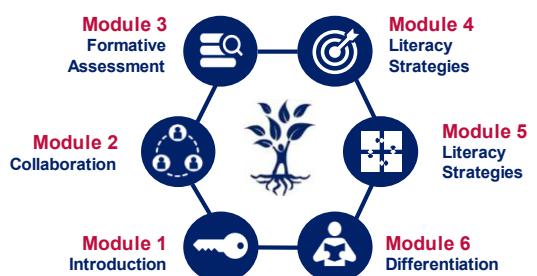
Begin and end on time.
Silence cell phones.
Limit distractions to breaks.
Respect all voices.
Others?

Slide 3



Collaborative Teams

Slide 4



Slide 5

4

**Increase Student
Motivation and
Engagement
in Literacy
Learning.**

Slide 6



**Differentiated Instruction
Universal Design for
Learning
Collaborative Planning
Action Plan Priorities**

Slide 7

**Professional
Learning
Process**



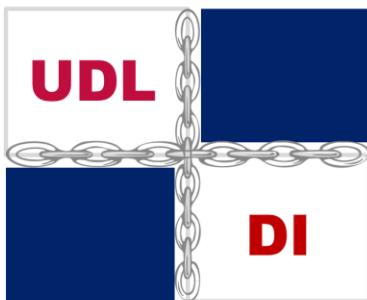
Slide 8



**What Are Your
Thoughts about
Differentiation?**

Slide 9

Inclusionary Practices



Slide 10

★	Main Idea
<u>Underline</u>	Important Details
○	Important Words
?	Question

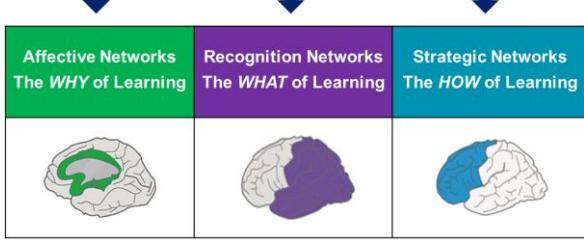
!	Interesting/Surprising
C	Connection to Me
E	Evidence
♥	Favorite Part

Close Read Annotations

Research-Based UDL Guidelines

Provide Multiple Means of Engagement	Provide Multiple Means of Representation	Provide Multiple Means of Action and Expression
Access Provide options for Recruiting Interest <ul style="list-style-type: none">• Encourage individual choice and autonomy• Promote relevance, value, and authenticity• Minimize threats and distractions	Representation Provide options for Perception <ul style="list-style-type: none">• Options of customizing the display of information• Options for auditory information• Other alternatives for visual information	Action and Expression Provide options for Physical Action <ul style="list-style-type: none">• Multiple methods for response and navigation• Opportunities to look and assistive technologies• Other alternatives for visual information
Build Provide options for Sustaining Effort and Persistence <ul style="list-style-type: none">• Heighten salience of goals and tasks• Vary demands and resources to promote effort• Foster collaboration and community involvement• Promote mastery-oriented feedback	Language and Symbols Provide options for Expressing and Communicating <ul style="list-style-type: none">• Clarify vocabulary and symbols• Simplify language and structure• Support decoding of text, mathematical notation, and symbols• Promote understanding across multiple media	Communication Provide options for Executive Functions <ul style="list-style-type: none">• Guide appropriate goal-setting and planning• Help manage time and strategy development• Promote self-monitoring and reflection• Manage time and generalization
Narrate Provide options for Self Regulation <ul style="list-style-type: none">• Promote expectations and beliefs• Encourage personal agency• Facilitate personal coping skills and resilience• Develop self-assessment and reflection	Strategic Networks Provide options for Collaboration and Cognition <ul style="list-style-type: none">• Activities or supply background knowledge• Highlight patterns, critical features, big ideas• Guide information processing and visualization• Promote transfer and generalization	Strategic Networks Provide options for Strategic and Goal-Directed <ul style="list-style-type: none">• Expert learners who are Strategic and Goal-Directed
Goal Provide options for Expert Learners who are Purposeful and Motivated <ul style="list-style-type: none">• Expert learners who are Resourceful and Knowledgeable		

Slide 12



Slide 13



Slide 14



Slide 15



Slide 16

★	Main Idea
<u>Underline</u>	Important Details
○	Important Words
?	Question

!	Interesting/Surprising
C	Connection to Me
E	Evidence
♥	Favorite Part

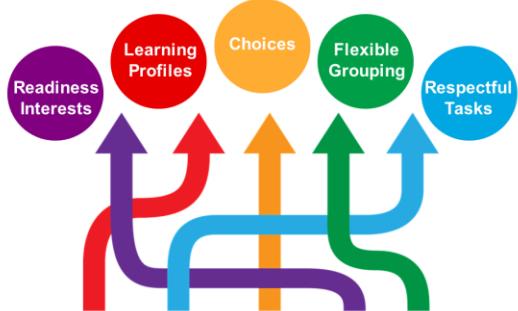
Close Read Annotations

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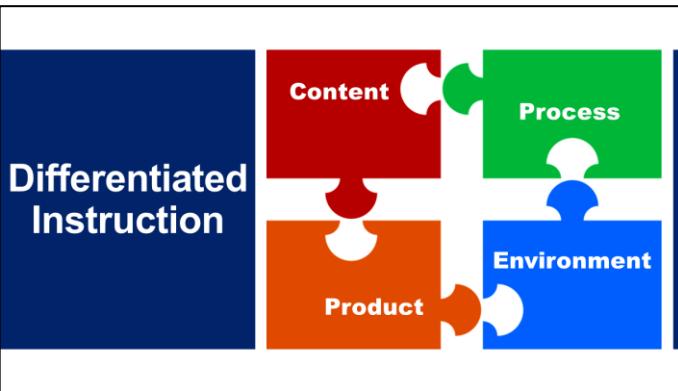
Effective Differentiated Instruction



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Slide 20

Learning Goal:
We will be able to share information about one differentiated instruction core element.

Criteria for Success:
We can collaboratively summarize, brainstorm, plan, and share one differentiated instruction core element through a presentation.

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Elements of Differentiated Instruction

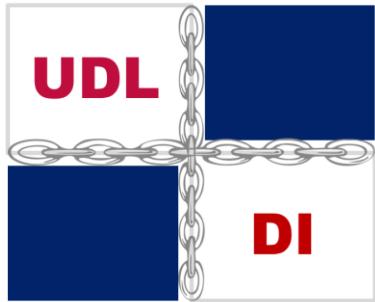
- 10 minutes for Readings
- 6 minutes for Summarizing
- 6 minutes for Brainstorming
- 25 minutes for Planning

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Inclusionary Practices



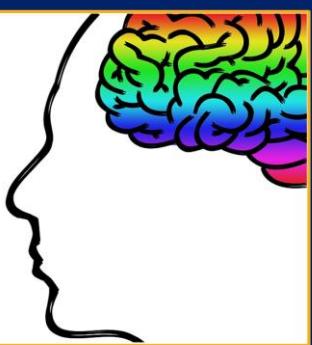
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What Are Your
Thoughts about
Differentiation?

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How Will
Differentiation
Impact All
Students?



Slide 26

Team Support
Implementation
Action Planning



Slide 27

Collaborative
Planning



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Module 6: Handout 4A

Collaborative Planning to Meet the Needs of All Learners

Learning improves when teachers have real-time evidence of student learning because teachers can alter instruction at that critical moment during instruction. For this to be possible, all lesson tasks and activities need to relate directly to the Learning Goals. The results of these tasks and activities will provide the teacher with the evidence needed to make instructional decisions.

Review, examine, and discuss your current lesson planning. How might you enhance your practice?

1. Review
Read the questions below and check the ones you think are relevant when creating your lesson plans.

I Do This

Lesson Planning Questions

1. What is the topic?
2. What do you want your students to learn?
3. What do you want your students to be able to do at the end of the lesson?
4. How will you find out if your students know anything about the topic?
5. How will you introduce the topic?
6. How will you explain the topic?
7. How will you present the topic in multiple ways?
8. How will you engage your students in learning activities?
9. What strategies will you use to help your students demonstrate the topic?
10. What questions will you use to check for understanding?
11. What tasks will you use for your students to demonstrate their level of understanding?
12. How will you have your students check if they are meeting their Learning Goals?
13. How will you adjust your teaching to meet your students' learning needs?
14. What other questions do you ask?

2. Examine and Discuss: What checklist items do you have in common as a Collaborative Team?
• How well do your plans support student-centered learning goals?
• How well do your activities align with your student-friendly Learning Goals?
• How well do your students understand the learning goals and how they will demonstrate them?
• How well do you use evidence of student learning to differentiate to meet the needs of all students?
3. Analyze the example Lesson Plan with Formative Assessment and Differentiated Instruction formats:
• Compare and Contrast Lesson Plans. To compare your lesson plan activities to the examples:
• Discuss how you can enhance your lesson plan activities.

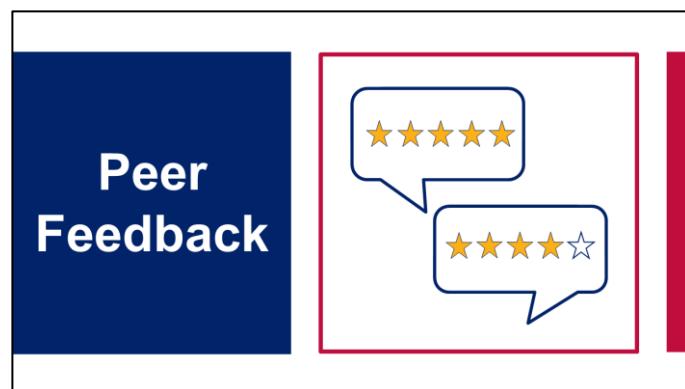
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Module 8: Readiness Plan					
 EDUCATION Lesson Plan with Formative Assessment and Differentiation Lesson Learning Objectives Success Criteria PROCEDURE <ol style="list-style-type: none"> I. Explain why this plan focuses on formative assessment and differentiation (10 minutes on average) Review learning objectives, related Learning Goals Clearly define the student-friendly Learning Goals and related Criteria for Success Identify Materials (10 minutes on average) <ul style="list-style-type: none"> Materials needed for the lesson Teacher materials Student materials Teacher preparation for the first instruction Tasks and Activities: Guided Practice (10-15 minutes) <ul style="list-style-type: none"> Use evidence of understanding Use evidence of learning for understanding Use questioning strategies Tasks and Activities: Peer Guided Practice (10-15 minutes) <ul style="list-style-type: none"> Use evidence of understanding Use evidence of learning for understanding Use questioning strategies Tasks and Activities: Independent Practice (10-15 minutes) <ul style="list-style-type: none"> Use evidence of understanding Use evidence of learning for understanding Use questioning strategies Evaluating Student Work (10 minutes) <ul style="list-style-type: none"> Using the rubric to evaluate student work Provide feedback Use evidence of learning for understanding Use questioning strategies DIFFERENTIATION	Module 8: Readiness Plan Lesson Plan with Formative Assessment and Differentiation Date _____ Success Criteria _____ PROCEDURE <ol style="list-style-type: none"> Review the example Lesson Plan with Formative Assessment and Differentiation format. Describe the similarities and differences in the example. <p>Compare and Contrast Lesson Plans</p> <table border="1"> <thead> <tr> <th>Current Lesson Plan</th> <th>Peer Lesson Plan</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>Discuss what changes will you make to your lesson planning process?</p>	Current Lesson Plan	Peer Lesson Plan	_____	_____
Current Lesson Plan	Peer Lesson Plan				
_____	_____				

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Slide 33

Action
Planning



Collective Input
Final Action Plan
Implementation
Coaching

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Your
Collaboration
Skills

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AZPLS: Student Impact



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AZPLS: The Path to Academic



Growth for All Students



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Arizona Department of Education
Exceptional Student Services



Arizona Professional Learning Series Module Overview

Module 3 Formative Assessment

Identify formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students.



Module 4 Literacy Strategies

Learn strategies for improving vocabulary and comprehension skills for every student across all classes, content areas, and grade levels.

Module 2 Collaboration

Create collaboration with all general education, special education, content area teachers, parents, and students.

Module 5 Literacy Strategies

Extend literacy skills with higher-level questioning and discussion of all text tailored to include every student.



Module 6 Differentiation

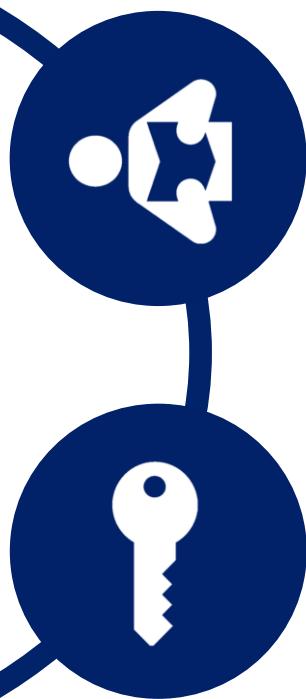
Design instruction to include content, process, and product for every student.

Module 1 Introduction

Support systems change and collaborative culture of high expectations for all students.

Module 6 Differentiation

Design instruction to include content, process, and product for every student.



Module 6 Differentiation

Design instruction to include content, process, and product for every student.

Module 6 Differentiation

Design instruction to include content, process, and product for every student.

Arizona English Language Arts Anchor Standards

Reading Standards for Literature and Informational Text		Writing Standards	
Key Ideas and Details		Text Types and Purposes	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
R.2	Determine central ideas or themes of a text and analyze their development.	W.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.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Craft and Structure		Production and Distribution of Writing	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
R.6	Assess how point of view or purpose shapes the content and style of a text.	W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Integration of Knowledge and Ideas		Research to Build and Present Knowledge	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.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.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Reading and Level of Text Complexity		Range of Writing	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	W.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.

Language Standards	
Conventions of Standard English	
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening, at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Presentation of Knowledge and Ideas	
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



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IES Recommendation 4

Recommendation 4: Increase Student Motivation and Engagement in Literacy Learning

The research article, *How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications* (Barber and Klauda, 2020), defines reading motivation and engagement as:

Reading motivation refers to an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading (Guthrie and Wigfield, 2000).

Reading engagement refers to an individual's actual involvement in reading, as reflected in behavior, affect, or cognition (Guthrie, Wigfield, and You, 2012).

Reading motivation produces reading engagement, which promotes achievement. When students set reading goals, value reading, and believe in themselves as readers, they more willingly and fully engage in reading activities. In turn, consistent, active reading engagement helps individuals build the varied cognitive processes requisite to deep reading comprehension.

Checklist for Implementing IES Recommendation 4:

Review the checklist and discuss how you are currently meeting each goal or how you might begin implementing them.

- _____ Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- _____ Provide a positive learning environment that promotes student autonomy in learning.
- _____ Make literacy experiences more relevant to student interests, everyday life, or important current events.
- _____ Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.

Discussion: Think of a student in your class struggling with reading or with a specific learning disability in reading. Regarding the status of your checklist items:

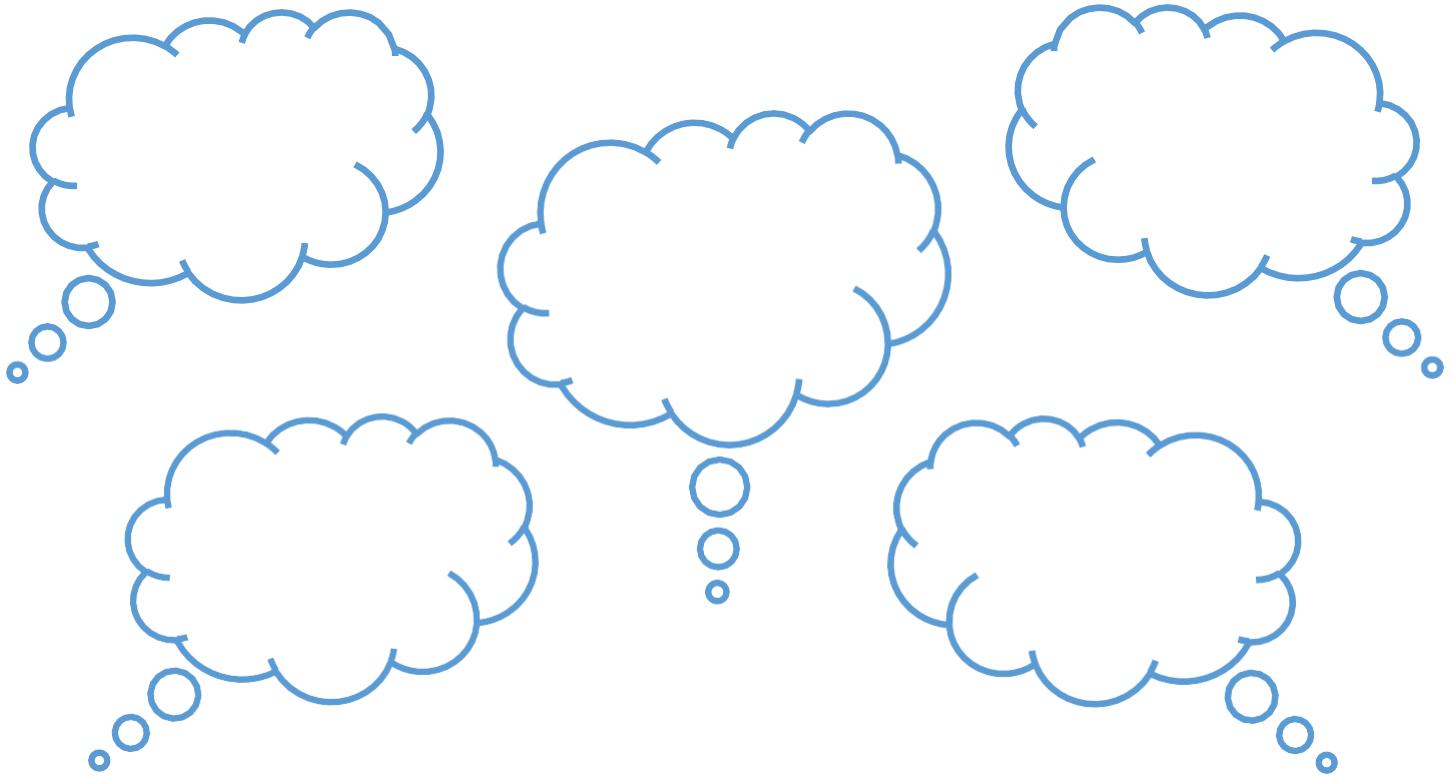
How do you think that student feels in your classroom?

How do you think all your students feel?

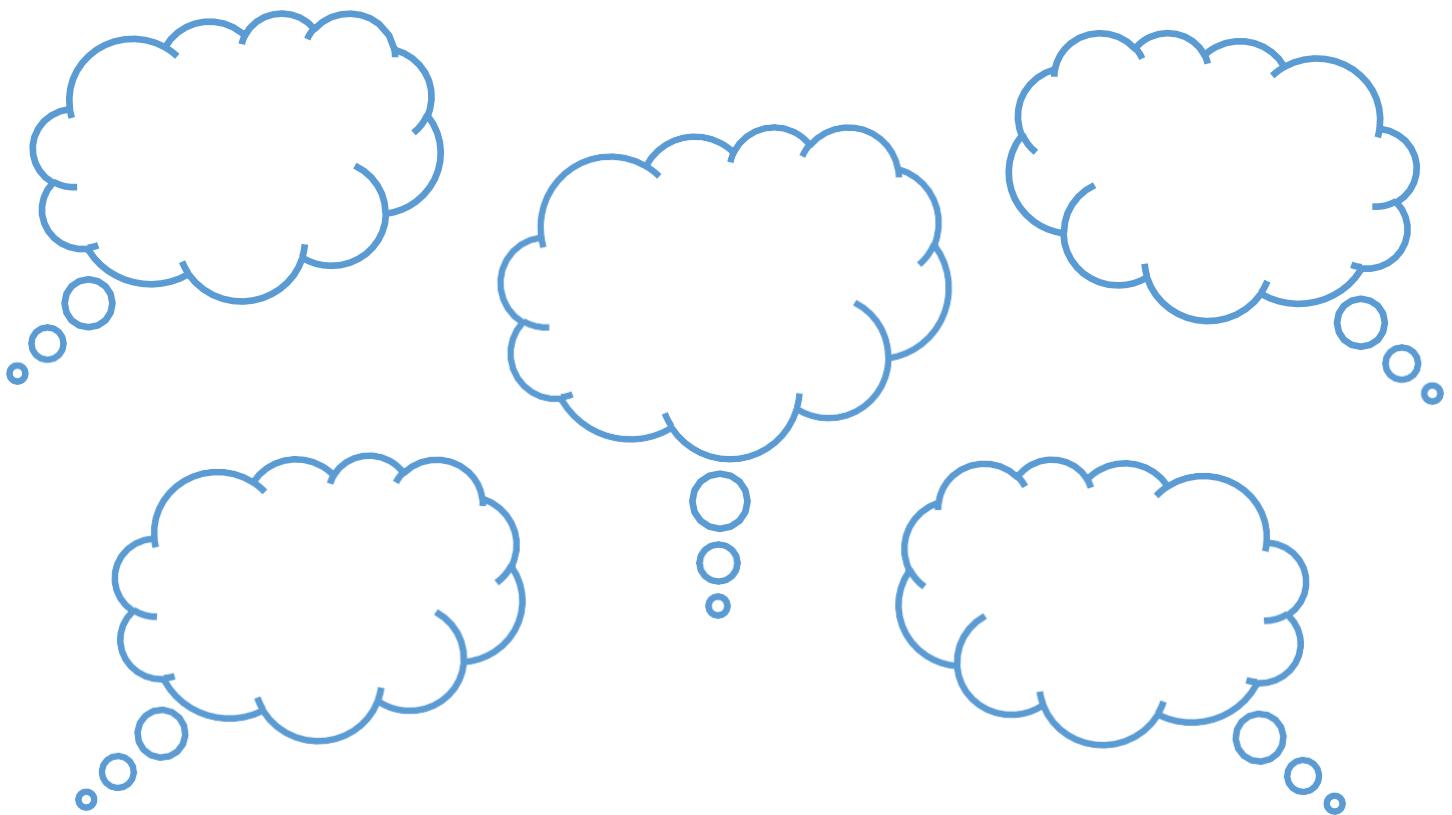


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My Thoughts about Differentiation



How Has My Thinking Changed?



Current Strategies Used for Differentiation

Each team member shares one strategy used regularly.	Do you use this strategy?	
Strategy:	Yes	No

Strategies Used for Differentiated Instruction

Review each differentiated instruction strategy.	Do you use this strategy?		How could this strategy be used to support student learning?
Close Read Annotations	Yes	No	
Engagement, Representation, and Action and Expression	Yes	No	
Readiness, Interests, Learning Profiles, Choices, Flexible Grouping, and Respectful Tasks	Yes	No	
Content, Process, Product, and Learning Environment	Yes	No	
Collaborative Planning	Yes	No	

Student Impact Discussion: As a team, finish the if/then statement.

If each team member regularly incorporated differentiated instruction strategies to increase individualized learning with *all* students, then...

Implementation: As a team, choose one module differentiated instruction strategy to implement across your grade level next week and discuss what your first step will be to implement collaborative planning.



Collaborative Planning to Meet the Needs of All Learners

Learning improves when teachers have real-time evidence of student learning because teachers can alter instruction at that critical moment during instruction. For this to be possible, all lesson tasks and activities need to relate directly to the Learning Goals. The results of the student work provide evidence of student understanding and set the next steps for instruction.

Review, examine, and discuss your current lesson planning. How might you enhance your practice?

1. Review

Read the questions below and check the ones you think about regularly when creating your lesson plans.

I Do This	Lesson Planning Questions	2. Examine and Discuss: What checklist points do you have in common as a Collaborative Team?	3. Activity: Review the example Lesson Plan with Formative Assessment and Differentiated Instruction format.
	What is the topic?	• How well do your plans support student-friendly Learning Goals?	• Use the graphic organizer, Compare and Contrast Lesson Plans, to compare your lesson plan activities to the example.
	What do you want your students to learn?	• How well do your activities align with your student-friendly Learning Goals?	• Discuss how you plan to enhance your lesson planning process.
	What do you want your students to be able to do at the end of the lesson?	• How well do your students understand the Criteria for Success of each lesson?	
	How will you find out if your students know anything about the topic?	• How well do you use evidence of student learning to differentiate to meet the needs of all students?	
	How will you introduce the topic?		
	How will you explain the topic?		
	How will you present the topic in multiple ways?		
	How will you engage your students in learning activities?		
	What examples will you use to help your students understand the topic?		
	What questions will you ask your students to check for understanding?		
	What tasks will you use for your students to demonstrate their level of understanding?		
	How will you have your students check if they are meeting their Learning Goals?		
	How will you adjust your teaching to meet your students' learning needs?		
	What other questions do you ask?		



Lesson Plan with Formative Assessment and Differentiation

Lesson:	Date:
Learning Goal(s):	
Success Criteria:	
PROCEDURE	
<p>1. Establish a way that gets everyone's attention. An example would be: "All eyes on me, please.</p> <p>2. Review previous lesson(s) related to Learning Goals.</p> <p>3. Clearly define the student-friendly Learning Goals and related Criteria for Success.</p> <ul style="list-style-type: none"> • Make sure every student understands before continuing. 	
<p>4a. Tasks and Activities: New material. / do it. Show them.</p> <ul style="list-style-type: none"> • Model and think aloud. • Use evidence of learning to check for understanding and guide further instruction. <p>4b. Tasks and Activities: Guided Practice We do it. Help them.</p> <ul style="list-style-type: none"> • Continue to model and think aloud. • Use questioning strategies. <p>4c. Tasks and Activities: Peer Guided Practice (You do it together.) (Help them.)</p> <ul style="list-style-type: none"> • Assign peers to work together. • Give descriptive feedback. • Allow time for peer feedback. • Use evidence of learning to check for understanding and guide further instruction. <p>4d. Tasks and Activities: Independent Practice (You do it.) (Let them.)</p> <ul style="list-style-type: none"> • Offer a variety of tasks and activities aligned with the Learning Goal and Criteria for Success. • Use evidence of learning to check for understanding and guide further instruction. 	
<p>5. Closing: (Review critical content of lesson. Preview content of next lesson.)</p> <p>6. Plan for further instruction, if needed, based on evidence of learning.</p>	

DIFFERENTIATION



Compare and Contrast Lesson Plans

Activity

1. Review the example Lesson Plan with Formative Assessment and Differentiation format.
2. Compare and contrast your lesson plans to the example.

Current Lesson Plans

Lesson Plans with Formative Assessment and Differentiation

Similarities

Discuss: What changes will you make to your lesson planning process?



Lesson Planning Connections

Lesson Topic	Learning Goal	Criteria for Success	Learning Tasks	Discussion Questions
				<p>UDL: Because my students differ in ways they are motivated, comprehend information, and express what they know, how will I differentiate this lesson to meet each student's needs?</p>
				<p>DI: While using the Dimensions of Formative Assessment in this lesson, how will I differentiate teaching and learning during and after instruction to meet each student's needs and preferences?</p> <p>Content:</p> <p>Process:</p> <p>Product:</p> <p>Learning Environment:</p>

Self-Assessment and Peer Feedback

Self-Assessment: Using the Dimensions of Formative Assessment rubrics, assess where you believe your Collaborative Team is in planning for evidence of student learning.

Peer Feedback: Have another Collaborative Team review your planning and self-assessment to provide additional feedback.

Note: When providing feedback to peers, use the Dimensions of Formative Assessment rubric language to identify a specific response. Use the rubric information to ask questions to your peers on how they plan to instruct their lesson with teacher and student actions.

Learning Goal	Yes	No	Self-Assessment Notes	Peer Feedback
There is alignment with the Arizona English Language Arts Anchor Standards.				
The focus is on what students should know, understand, or be able to do by the end of the lesson.				
The Learning Goals are written in student accessible language.				
All students can accomplish the Learning Goals within the allotted time.				

Criteria for Success	Yes	No	Self-Assessment Notes	Peer Feedback
There is alignment with the Learning Goals.				
The criteria are written in student accessible language.				
Student progress data can be recorded.				
The criteria will lead to success.				

Task and Activities	Yes	No	Self-Assessment Notes	Peer Feedback
There is a series of integrated, well-crafted tasks and activities that are closely aligned to the Learning Goals.				
The tasks and activities will provide evidence of student progress toward the Learning Goals.				
The tasks and activities are accessible to all students.				
Questioning Strategies	Yes	No	Self-Assessment Notes	Peer Feedback
There are questions designed to elicit evidence toward meeting the Learning Goals.				
There are questions designed to encourage classroom discourse.				
Questioning and discussion are seamlessly integrated into instruction.				
Differentiated Instruction	Yes	No	Self-Assessment Notes	Peer Feedback
Before planning, students' readiness, interests, and learning profiles are considered.				
Before, during, and after the lesson, evidence of student learning is used to differentiate instruction.				
Content, process, product, and learning environment are used to differentiate instruction.				



Module 6 Action Plan

Date Delivered to Staff ____/____/____	Differentiation: Implement evidence-based teaching and learning inclusionary practices and increase student motivation and engagement through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.
Where Are We Headed? <i>Focus Area Goal</i>	Where Are We Now? <i>Baseline/Date</i>
	How Will We Close the Gap? <i>Strategies</i>
	Who Is Responsible?
	When Will It Be Accomplished?
Quarter 1	Focus Area Progress:
Target: _____	
Actual: _____	
Quarter 2	Focus Area Progress:
Target: _____	
Actual: _____	
Quarter 3	Focus Area Progress:
Target: _____	
Actual: _____	
Quarter 4	Focus Area Progress:
Target: _____	
Actual: _____	
Sustainability Plan	
Next Steps:	



Collaboration Skills

Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Grade level: _____ Date: _____

Check the level that reflects your participation within your team collaborative meeting.

Collaboration Skills	Never	Sometimes	Always
1. Pausing <i>I allow time for thinking before adding to discussion and/or decision-making.</i>			
2. Paraphrasing <i>I contribute to understanding by restating the ideas presented by others.</i>			
3. Probing <i>I ask questions to clarify information.</i>			
4. Putting forward ideas <i>I share ideas during discussion.</i>			
5. Paying attention to self and others <i>I am aware of what I say, how I say it, and how others respond to it.</i>			
6. Presuming positive presuppositions <i>I maintain the idea that my team members act from positive and constructive intentions.</i>			
7. Pursuing a balance between advocacy and inquiry <i>I inquire for better understanding before advocating for a position that leads to a decision.</i>			

Steps I will take to improve my collaboration skills:



Active learning strategies help teachers and students engage in learning. The strategies from each module in the Arizona Professional Learning Series can be adapted to support teaching and learning in your classroom.

Brainstorming: In brainstorming, a group of students suggest a lot of ideas very quickly for a future activity before considering some of them more carefully.

Close Read Annotations: The close read annotations strategy is highlighting or underlining key pieces of text and making notes in the margins of the text.

Collaborative Lesson Planning: Collaborative lesson planning gathers all relevant staff together to plan the subject content and pedagogy that will best provide teachers with the knowledge and skills to deliver an effective lesson. Note that the focus is on the teaching as much as it is on the learning.

Compare and Contrast: Comparing and contrasting text assists readers by engaging them in critical thinking. Comparing involves highlighting similarities and differences. Contrasting focuses only on differences.

Descriptive Feedback: Descriptive feedback causes thinking, is linked to the intended instructional outcomes and Criteria for Success and has the potential to improve the quality of the work.

Learning Connection: The learning process should be connected through Learning Topic, Learning Goal, Criteria for Success, Learning Task, Discussion Questions, and Differentiation.

Peer Feedback: Peer feedback provides students an opportunity to think about the work of their peers. It is beneficial to the person providing the feedback and to the person receiving the feedback.

Presentations: Short presentations are usually three minutes and are used for students to share information. Students highlight different points and end with a summary to restate the importance of the information.

Selective Highlighting/Underlining: Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

Self-Assessment: Self-assessment provides students with an opportunity to self-evaluate, or make judgments about their learning process and products of learning, based on Criteria for Success.

Skimming: Skimming refers to looking only for the general or main ideas of a text and works best with factual material.

Summarizing: Summarizing is taking a large selection of text and reducing it to the main points for more concise understanding.