

2021-2022

Middle School ELA Group Differentiation Plan

Date: 2020-2021
School: Jamestown Middle
Teacher: 7th ELA: Deters, Herndon, Limbo

Course: Standard Advanced **Grade:** 6th 7th 8th

The document below details the differentiation planned for each of the ARC units.

- **Content Differentiation:** Adjustments to what students are learning (e.g., curriculum compacting; acceleration; etc.).
- **Process Differentiation:** Adjustments to how students learn (e.g., Socratic seminar; plays; etc.)
- **Product Differentiation:** Adjustments in how students show their understanding of the unit (e.g., choice boards, authentic audiences, etc.)

Unit : Literacy Lab Unit		
Content Differentiation:	Process Differentiation:	Product Differentiation:
Students will participate in advanced word study through advanced vocabulary the study of roots, prefixes, and suffixes	Through self-selected reading using at or above 1Bronze level texts, students will respond in writing to higher order questions for literary analysis	Students will create pamphlets dealing with real world issues that arise in the core novel study. Criteria includes but is not limited to citing credible sources, statistics, and graphics. Students will progress characters through a new chapter from a different perspective.
Unit: Informational/Research Unit		
Content Differentiation:	Process Differentiation:	Product Differentiation:
Extensive research on coping skills through life’s challenges Students will continue with advanced word study	Use of higher level resources More complex graphic organizers for research	Presentation of coping skills research in a Quarazine Coping skill action plan Extensive autobiographical writing

Middle School ELA Group Differentiation Plan (Continue)

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Unit: Civil Rights Unit (beginning 2/1 for significance of February One in Greensboro history)		
Content Differentiation:	Process Differentiation:	Product Differentiation:
Use of supplemental ARC text (silver level) “The History of All the People” Students will continue with advanced word study	Through self-selected reading using at or above 1Bronze level texts, students will respond in writing to higher order questions for literary analysis Informational text circles	Use of guided research questions to create a Civil Rights project of the student’s choice based on a leader of the movement. Utilize a gallery walk for students to be able to share their expertise.
Unit: Horror/Mystery Unit		
Content Differentiation:	Process Differentiation:	Product Differentiation:
Use advanced texts as core text Students will continue with advanced word study	Through self-selection of companion text and collaboration, students will participate in literature circles	Newsletter product as enrichment Nearpod on impact on poverty as related to text