

Middle School ELA Group Differentiation Plan

Date: 2021-2022
School: Jamestown Middle
Teacher: 8th ELA: Brown, Gurney, Van Deventer

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 1: Literacy Launch Lab		
Content Differentiation:	Process Differentiation:	Product Differentiation:
<p>Higher level supplemental texts will be used.</p> <p>Students are expected to read for a minimum of 30 minutes daily from self-selected texts at or above the 2 Bronze level.</p>	<p>Students will use resources such as DOK charts and Blooms taxonomy to propel themselves into deeper levels of analytical thought as they process texts and create discussion questions in groups to facilitate compelling classroom discussions</p>	<p>Students may use choice boards or generate and develop their own ideas for products that demonstrate mastery and depth of understanding. These may include but are not limited to presentations, extended research, artistic expressions, or musical compositions.</p>
Unit 2: Informational		
Content Differentiation:	Process Differentiation:	Product Differentiation:
<p>Higher level supplemental texts will be used.</p> <p>Students are expected to read for a minimum of 30 minutes daily from self-selected texts at or above the 2 Bronze level.</p>	<p>This unit will serve as a springboard for examination of global cultures, social movement, historical events and in-depth analysis of how this knowledge challenges and shapes their world perspective.</p>	<p>Students will research a self-selected topic and select their own method of presentation.</p> <p>Use of rubrics and/or portfolio to document the understanding of the research process</p>

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Unit 3: Genre Study		
Content Differentiation:	Process Differentiation:	Product Differentiation:
<p>Higher level supplemental texts will be used.</p> <p>Students are expected to read for a minimum of 30 minutes daily from self-selected texts at or above the 2 Bronze level.</p>	<p>Use of literature circles to analyze texts through literary lenses such as characteristics of gothic literature, feminist perspective, historical context, and psychological. This will provide students an opportunity to engage in a deep analysis of a text and spark dynamic class discourse.</p>	<p>Students will demonstrate their understanding of characteristics of a genre through the analysis of a variety of texts. This mastery may be shown through writing, verbal presentation, or visual aid.</p>
Unit 4: Argumentative		
Content Differentiation:	Process Differentiation:	Product Differentiation:
<p>Higher level supplemental texts will be used.</p> <p>Students are expected to read for a minimum of 30 minutes daily from self-selected texts at or above the 2 Bronze level</p>	<p>Students will become experts in self-selected topics through extensive research</p> <p>Students will cite sources using MLA format</p>	<p>Students will cultivate verbal expression skills through a variety of presentation opportunities using a variety of mediums</p>