**Definition of Differentiated Instructional Strategies**

**RAFT Writing-** RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying.  Students learn to respond to writing prompts that require them to think about various perspectives:

* **R**ole of the Writer: Who are you as the writer? A movie star? The President? A plant?
* **A**udience: To whom are you writing? A senator?  Yourself? A company?
* **F**ormat: In what format are you writing? A diary entry? A newspaper?  A love letter?
* **T**opic: What are you writing about?

**Stations-** Different Spots in the classroom where students work on various tasks simultaneously

**Agendas-** A personalized list of tasks that a particular student must complete in a specific time

**Complex Instruction-** A strategy that responds to the sorts of academic ranges that frequently exist in classrooms that are academically, culturally, and linguistically heterogeneous. Its goal is to establish equity of learning opportunity for all students in the context of intellectually challenging materials and through the use of small instructional groups **Orbital Studies-**Independent investigations, generally of three to six weeks. They orbit, or revolve, around some facet of the curriculum. Students select their own topics for orbitals, and the work with guidance and coaching from the teacher to develop more expertise both on the topic and on the process of becoming an independent investigator

**Centers-**Centers differ from stations in that they are distinct; whereas stations work in concert, centers do not

**Tiered Activities-**Activities that allow a teacher to ensure that students with different degrees of learning proficiency work with the same essential ideas and use the same key knowledge and skills. Tiered activities allow students to focus on essential knowledge at different levels of complexity. The steps for creating Tiered Activities include; 1.Selecting an activity, 2. Considering students’ individualities and learning levels, 3.Creating an activity that is interesting, high level, is focused on a key idea, and allows the teacher to teach up, 4.Charting the complexity of the activity, 5. Providing different versions of the activity at different degrees of difficulty, and finally, 5. Matching a version of the task to a student based on their learning profile and task requirements.

**Learning Contracts-**a negotiated agreement between teacher and student that gives students some freedom in acquiring designated knowledge, skills, and understandings that a teacher deems important at a given time

**Tri-mind-** Tri-mind suggests that many people have preference in one or more of these three intelligences; analytical, practical, and creative. Using this idea, teachers develop an activity based on a student’s strength in one of these areas

**Small Group Instruction-** When a teacher’s classroom observations and formative assessment indicate that some students are lagging behind in key content proficiency, lack prerequisite content, have misunderstandings about how the content works, or are advanced with essential content, small-group instruction provides a simple and direct way to reteach, review, provide focused and supervised practice clarify misunderstandings, or extend student proficiency

**Compacting-** Encourages teachers to assess students before beginning a unit of study or development of a skill. Students who do well on the pre-assessment should not have to continue to work on what they already know. Teachers can use three-stage compacting to document what students already know, what the pre-assessment shows they do not know, and a plan for challenging students regarding the topic or skill.

**Choice Boards-** Teacher placement of changing assignments in permanent pockets on a choice board. These assignments ask students to make a selection from a particular row on the board. The teacher targets the assignments toward the needs of students.

**Literature Circles-** Literature circles are a student-centered approach to discussing fiction in which students meet in small groups to talk about what they are reading.

**Jigsaws-** Jigsaws are a three-stage collaborative strategy including; a teacher introduction to a topic or idea that Jigsaw groups will explore, student group meetings in which students discuss their responsibilities within the group, as well as, what they’ve learned, and a sharing phase where students share in a class discussion that solidifies information and ideas.