

Differentiating According to Student's...

READINESS

- Varied texts by reading level
- Varied supplementary materials by reading level
- Varied scaffolding (reading, writing, research, technology)
- Flexible time use
- Learning contracts
- Varied graphic organizers
- Compacting
- Tiered or scaffolded assessment
- Small-group instruction
- Homework options

INTEREST

- Topic (i.e., photography, poetry, life science, mathematics, etc.)
- Model of Expression (i.e., oral, written, designed/built, artistic, abstract, community service, etc.)

LEARNING PROFILE

- Group orientation (i.e., independent, group, adult)
- Cognitive style (i.e., whole-to-part/part-to-whole, concrete/abstract, oral/visual, etc.)
- Learning environment (i.e., quiet/noise, warm/cool, still/mobile, etc.)
- Intelligence preference (i.e., analytic, practical, creative, verbal/linguistic, logical/mathematical, etc.)

