

Designing Tiered Activities

Addressing Student Needs at Different Levels of Readiness

Scaffolding Struggling Learners

- Offer teacher direction (reteaching with a *different* method).
- Allow the student to work with a reading partner, study buddy, or learning partner. (Buddy-up an English language learner (ELL) with another student.) This will provide peer support for collaborative learning.
- Allow students to use class notes, textbooks, and/or other classroom resources to complete the task.
- Provide a model or exemplar (of a similar problem solved or a sample of the type of writing expected).
- Furnish step-by-step directions; break down the task.
- Provide hints or tips.
- Color-code different elements; highlight for focusing; provide “masks and markers” for focused attention on specific text.
- Provide sentence strips, sticky labels with terms, or manipulatives (plastic coins, Judy clocks, Unifix cubes, fraction tiles, number lines, algebraic tiles, calculators, etc.).
- Provide a partially completed graphic organizer or outline.
- Provide out-of-sequence steps for students to reorganize.
- Provide a cloze (fill-in-the-blank) paragraph (with or without a word box) for students whose language is extremely limited or for those who struggle with grapho-motor skills.
- Give a framed paragraph or essay (with sentence starters to help organize the writing).
- Provide guided questions.
- Supply a word bank and definitions.
- Support with visuals, diagrams, or pictures.
- Provide words on labels for students to simply pull off and place appropriately.
- Allow additional time.

Challenging Advanced Learners

- Design activities that are more complex, abstract, independent, and/or multistep.
- Pose a challenge question or task that requires them to think beyond the concrete and obvious response (from the newly learned material) to more abstract ideas and new use of the information.
- Require more complex expression of ideas: different types of sentences, synonyms, more than one adjective or action (verb) to describe what’s happening.
- Require that metaphors and similes, idiomatic expressions, or specific literary elements be included in their writing.
- Ask students to make text-to-text and text-to-world connections (more abstract than text-to-self connections).
- Require students to note relationships and point out connections among ideas: compare and contrast; cause and effect; problem and solution; sequence, steps, or change over time; advantages and disadvantages; benefits; etc.
- Ask students to tell the story from a different point of view.
- Ask students to place themselves into the story or time period and write from the first-person point of view.
- Ask students to consider “What if?” scenarios.
- Provide multistep math problems.
- Include distracters.
- Do not provide a visual prompt.
- Ask students to suggest tips or hints that would help others who struggle to make sense of the information.
- Provide a problem or model that does not work; have students problem-solve.
- Have students create their own pattern, graph, experiment, word problem, scenario, story, poem, etc.
- Have students use the information in a completely new way (*Design an awareness campaign about . . . ; Create a flier to inform . . . ; Write/give a speech to convince . . . ; Write an article to educate . . . ; Write an ad to warn others about . . . ; Design a program to solve the problem of . . .*)