

Differentiated Instruction to Support and Challenge our 21st Century Learners



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Teaching Strategy Profile

I provide a variety of ways for students to explore a topic.	Students have many opportunities to use role-plays.	Sometimes in my class not everyone has to do the same activity at the same time.	I use learning centers or stations.
I sometimes let students choose the type of product they want to create in order to show their understanding of a unit or lesson.	I use TPR/TPRS as strategies sometimes.	I use flexible grouping strategies such as heterogeneous, ability groups and interest grouping.	I sometimes use a menu and let students choose their assignments.
I use graphic organizers and mindmaps as other ways for students to engage with content.	I tier activities by providing different activities for basic, average and gifted students.	I let students choose different ways to present materials such as posters, brochures, videos and PowerPoint for the same assignment.	I allow students to work alone or with peers in some of my assignments.
I adjust the degree of difficulty of a task to provide an appropriate level of challenge.	Students' readiness, interests and learning profiles shape my instruction.	I ensure a choice of competitive, cooperative and independent learning experiences.	I create activities that meet the different multiple intelligences of my students.
Students are assessed in multiple ways.	Student differences are studied as a basis for planning.	I sometimes let students design their own instruction and assessments.	Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner needs.

It is Traditional or Is it Differentiated?

Mark T or D

1. ____ **Coverage of texts and curriculum guides drives instruction.**
2. ____ **Student readiness, interest and learning profile shape instruction within the guidelines of the text and the curriculum guides.**
3. ____ **A single text is used.**
4. ____ **Multiple materials are provided.**
5. ____ **Students are assessed in multiple ways for the same unit or lesson.**
6. ____ **A single form of assessment is used for everyone.**
7. ____ **Focus on multiple forms of intelligence is evident.**
8. ____ **A single definition of intelligence exists.**
9. ____ **Assessment is on-going throughout the unit and diagnostic to understand how to make instruction more responsive to learner need.**
10. ____ **Assessment is most common at the end of learning to see “who got it.”**

What patterns do you see? Discuss with a partner.

The Differentiated Classroom: Responding to the Needs of All Learners.
Carol Ann Tomlinson. ASCD. 1999

Traditional Classroom

- Student differences are masked or acted upon when problematic.
- Assessment is most common at the end of learning to see “who got it”.
- A relatively narrow sense of intelligence exists.
- A single definition of excellence exists.
- Students’ interest is rarely tapped.
- Relatively few learning profile options are taken in to account.
- Whole-class instruction dominates.
- Coverage of texts and curriculum guide drives instruction.
- Mastery of facts and skills are the focus of learning.
- Single option assignments are the norm.
- Time is relatively inflexible.
- A single text prevails.
- Single interpretations of ideas and events may be sought.
- The teacher directs students behavior.
- The teacher solves problems.
- The teacher provides whole-class standards for grading.
- A single form of assessment is often followed.

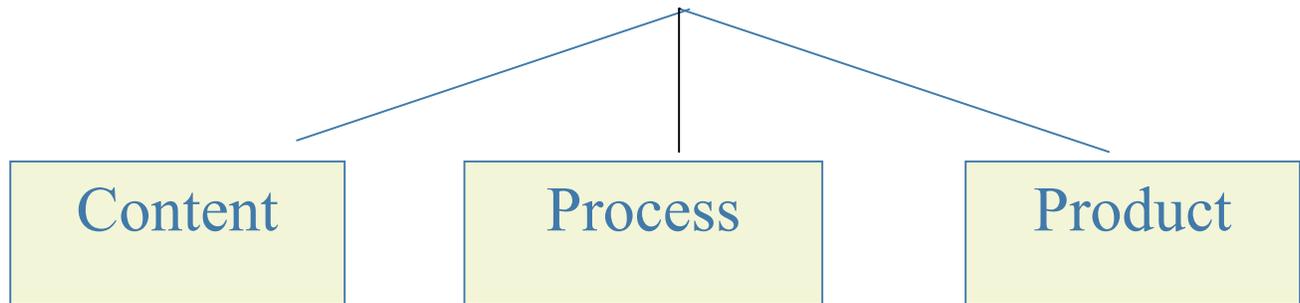
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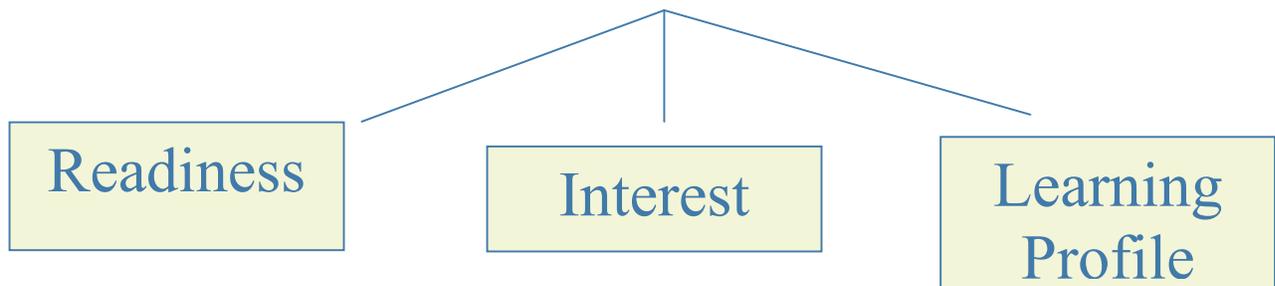
Differentiated Classroom

- Student differences are studied as a basis for planning.
- Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need.
- Focus on multiple forms of intelligence.
- Excellence is defined in large measure by individual growth from a starting point.
- Students are frequently guided in making interest-based learning choices.
- Many learning profile options are provided.
- Many instructional arrangements are used.
- Students’ readiness, interests, and learning profiles shape instruction.
- Use of essential skills to make sense of and understand key concepts and principles is the focus of learning.
- Multi-option assignments are frequent.
- Time is used flexibly to meet student need.
- Multiple materials are provided.
- Multiple perspectives are routinely sought.
- The teacher facilitates students’ skills at becoming more self-reliant learners.
- Students help other students and the teacher solve problems.
- Students work with the teacher to establish both whole-class and individual learning goals.
- Students are assessed in multiple ways.

How Can Teachers Differentiate?



According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All*

Differentiated instruction:

*a philosophy that recognizes
that each learner is unique.*

varied approaches to **content**, **process** and **product** in anticipation of and response to student differences in **readiness**, **interests** and **learning profile**.---**Choices!!!!!!!**

Content--what a student should know, understand and be able to do as a result of instruction of the unit and/or lesson--
the input

Process--activities designed to help the student “make sense of” or “own” the content.

Product--how the student will demonstrate what s/he knows, understands and is able to do--the output

Differentiate-What?: refers to the curricular element the teacher has modified in response to learner needs.

Content?

Process?

Product?

Differentiate-How?: refers to the student trait to which the differentiation responds.

Readiness?

Interest?

Learning Profile?

Differentiate-Why?: addresses the teacher’s reason for modifying the learning experience.

Access?

Motivation?

Efficiency?

Key Principles of a Differentiated Classroom

1. The teacher knows what is important and what are the key components of the subject matter.
2. The teacher understands, appreciates, and builds on student differences.
3. Assessment and instruction are inseparable.
4. The teacher adjusts content, process and product in response to student readiness, interest and learning profile.
5. All students participate in respectful work.
6. Students and teachers are collaborators in learning.
7. Goals of a differentiated classroom are growth and individual success.
8. Flexibility is the centerpiece of a differentiated classroom.

Aspects of Teaching for Engaging all Learners

What do you want to do to move students to higher levels of performance in the language and its cultures? Self-reflect on these questions about your teaching.

- 1. KNOWLEDGE OF STUDENTS:** How does the teacher demonstrate a deep knowledge of students as individuals and language learners? Does the knowledge of students inform instruction?
- 2. GOALS AND INSTRUCTION:** How does the teacher make principled decisions for instruction and effectively select approaches consistent with what is known about language acquisition? Are the goals connected to the instruction?
- 3. KNOWLEDGE OF LANGUAGE:** How does the teacher use the target language accurately in the classroom as appropriate? Does the teacher effectively tailor the use of the target language to meet the needs of the different levels of the students in the classroom?
- 4. INSTRUCTION:** How does the teacher design engaging lessons that move the students to more accomplished levels of performance, ensuring manageable steps and providing students with opportunities to interact with multiple aspects of the target language and culture?
- 5. ENGAGEMENT OF STUDENTS:** How does the teacher help maintain a positive, task-oriented environment where students learn by doing, trying out the target language, and using the target language creatively to serve real-world communicative needs? Does the teacher actively engage all students in learning by using varied activities?
- 6. LEARNING ENVIRONMENT:** How does the teacher provide an integrated and input-rich environment, meaningful and contextualized lessons, and opportunity for collaborative work and for students to show that they can perform in culturally appropriate ways using the language to serve communication needs?
- 7. INSTRUCTIONAL RESOURCES:** How does the teacher provide varied, authentic, developmentally appropriate materials and resources dealing with multiple aspects of the target cultures, and does he/she monitor their instructional effectiveness?
- 8. REFLECTION:** How does the teacher reevaluate and rethink instructional choices, insightfully analyzing the relationship between practice and student learning? How does the teacher provide opportunities for students to reflect on their progress?

(Modified from the NBPTS assessor's training guide-WLOE Entry 3-Engagng All Learners:nbpts.org)

Several Differentiation Strategies

Menus

A menu is a differentiated strategy that provides choice for the learner in order to practice skills, try new products, work with a variety of resources and use varying types of processes for learning. Everyone likes choice. Having the autonomy to select what to do or how to do it gives students more responsibility and accountability for their learning, as they must make appropriate selections and manage their time. The sophistication of menu creation follows the continuum from differentiated solely for "when" students choose to do the tasks to "what and/or how" the students select. The more a menu differentiates for what and/or how, the higher the academic needs of students can be met.

Tiered Lessons

A tiered lesson is a differentiation strategy that addresses certain standards, key concepts and generalizations, but allows several pathways for students to arrive at an understanding of these components, based on the students' interests, readiness or learning profiles. Tiered assignments focus on the same essential skills and understandings but at different levels of complexity, abstractness and open-endedness.

R.A. T. F. Writing Strategy (and Speaking, too)

R.A.F.T is a system for making sure students understand their role as writer, their audience, the format of their work, and the expected content of their writing. It provides an easy, meaningful way to incorporate writing into content-area instruction. Practically all RAFT assignments are written from a viewpoint other than that of a student. They are usually written to an audience other than the teacher. They take a form other than students would write as a standard essay. Seldom is the word "write" used as a R.A.F.T. verb. These **four** key ingredients are included in every R.A.F.T writing assignment:

R: Role of Writer--Who are you?

A: Audience--To whom is this written?

F: Format--What form will it take?

T: Topic + strong verb--What is your topic?

Learning Centers

Learning centers are designated areas around the classroom that offer a collection of materials that learners can use to deepen their understanding of content. They can be designed based on readiness levels, learner profiles or interests. Center themes can include other texts or reading sources, computer activities, websites, research, art exploration, listening or viewing activities and real-world problem solving.

Tic-Tac-Toe Choice Board-Skills practice---French I--La Famille

Verb practice--- Exercises 2 and 3 in the workbook	Question practice--Develop a survey to get information about number of brothers, sisters, etc. Ask 5 students.	Vocabulary practice--Family tree activity p. 59 in book
Question practice--Create 10 questions you might ask someone in order to get details about her/his family	Vocabulary practice--Design a crossword puzzle using the family and quantity vocabulary	Verb practice-- Design a quiz using the verbs in this unit.
Vocabulary practice--Watch the family video clip and do comprehension exercises 5 and 6	Verb practice-- Draw a picture to represent each one of the new verbs.	Question practice--Create a song that will help you remember the question words.

Choose 3 boxes to form a tic-tac-toe. Choose skill activities that will help you practice these new concepts.

Choice Board-A story, a literature selection or a film

1. Design a set of you favorite scene. Explain to teacher	2. Act out your favorite scene and perform for small group.	3. Create a timeline of key events in the story	4. Write a song, rhyme or chant about one of the characters.
5. Create a "trunk" of artifacts from the story.	6. Create a story map or story board on the computer.	7. Select a character and write their journal throughout the length of the story.	8. Choose 16 unfamiliar words and create a crossword puzzle.
9. In a short exposé compare and contrast your qualities and faults with those of one of the characters	10. Survey other students about their reactions to the ending, graph the results, a write a summary of the results.	11. Retell the story with a different ending or from another point of view.	12. Write a poem that shows the emotions of one character.

Directions:
Choose four activities. You must choose one from each row and one

Role	Audience	Format	Topic
Customer	Hotel employee	Letter	Make a reservation for several nights. Include all details.
Hotel Employee	Customer	Reply letter	Confirm reservation details, and include changes
Customer	Hotel management	Complaint	Demand compensation for problems and poor service
Parisian Real estate agency	Prospective renters	Real estate ad	Describe details of the apartments available for rent
Study Aboard Organization	Students who want to study abroad	Application form for the program	Applying for a rigorous study abroad program
Student who stayed with a family	Family members	Thank you card note	Thank the family for the homestay and telling them

Role	Audience	Format	Topic
Van Gogh	His brother	Letter	Plead your case for more money. Elaborate on your latest works.
Newspaper reporter	The French people	Newspaper interview	Lady Liberty in the Delacroix painting. Her thoughts and actions at this moment.
Jane Avril	Toulouse Lautrec	Note	Complain how you think his paintings do not flatter your talent and beauty.
Police officer	Monet	Police report	Charge Monet for trespassing on private property when painting the poppy fields.
Leonard DeVinci	Mona Lisa	Poem	Convince her that you want to paint her due to her beauty and mysterious smile.
Your choice	Your choice	Your choice	Your choice

Lesson Topic: The Business of Clothing-Tiered Lesson **Language and Level: French II**

Key Concept (s): Students use clothing vocabulary in real world contexts. They are able to describe in detail, suggest clothing items to friends and customers, persuade others, compare and contrast and encourage. Students apply different social register for friends and work situations. Students know about the impact of the French fashion industry and are aware of the styles of clothing in other Francophone countries. Students know how to use currency. Students are able to research information about the clothing industry using the internet.

Essential question: How does clothing reflect a culture?

Understanding: Clothing is a form of expression in many cultures.

Background: Students have studied clothing vocabulary and descriptive adjectives. They can use direct and indirect object pronouns when identifying clothing. They can persuade, encourage and suggest using commands, conditional and subjunctive. Students are aware of the Francophone countries and are aware of the different styles of clothing and the roles of clothing in the culture and can relate this information to a diversity perspective. They have done a variety of activities and assessments. They have also done web quest research activities on the Internet. Therefore, these activities are designed for the readiness level of the students.

Targeted National Standards:

Communication: _____ 1.1 Interpersonal _____ 1.2 Interpretive _____ x _____ 1.3 Presentational
Culture: _____ 2.1 Cultural Practices _____ x _____ 2.2 Cultural Products
Connections: _____ x _____ 3.1 Making Connections _____ x _____ 3.2 Acquiring New Information
Comparisons: _____ 4.1 Language Comparisons _____ x _____ 4.2 Cultural Comparisons
Communities: _____ x _____ 5.1 Language Beyond School _____ 5.2 Lifelong Learning

This lesson is tiered by product according to readiness.

Tier 1—Advanced students—Complex and abstract

Your group works for a business-training institute. Your task is to write two role-plays scenarios for students to use as a practice when dealing with a variety of customers in a clothing store. You are to set up each scenario and then write a practice conversation between a challenging client and a vendor for each scenario. These conversations would be used by business school students to practice appropriate interaction between a challenging client and a vendor. These conversations should encourage and be persuasive. Submit a written copy of the two scenarios and be ready to present one conversation as a model for the class. Conversation must be memorized. Research Internet business training sites in France for ideas.

Tier 2—Middle Students—Somewhat complex and concrete

Your group is the school rule committee for a high school in Montréal, Canada. You have been assigned to write a small section of the school handbook that explains the school dress code. For this handout write a brief general statement about the dress policy. Then write 12 school rules discussing the do's and don't of school dress. Turn in a typed copy of the description and the dress code for publication in the school handbook. Also create a poster for an Internet site with these 12 guidelines. Be ready to present it to the class. Visit school sites in Canada to get some ideas.

Tier 3—Basic Students—very concrete

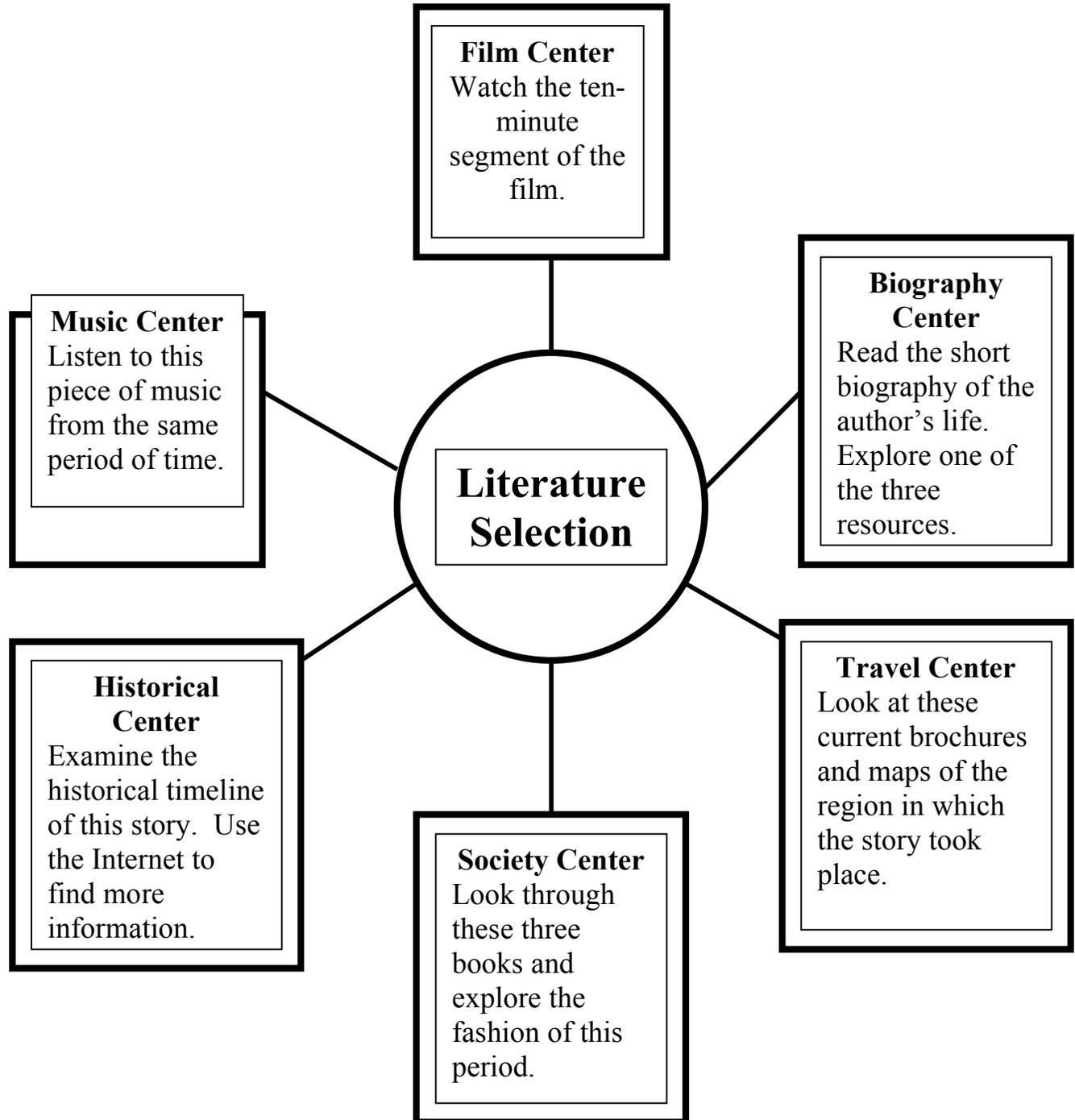
You would for an ad agency whose job is to create a mini catalog and a sales ad for one of the big department stores in Paris in order to draw more customers. The marketing research shows that the customer base is very multicultural, especially from the Francophone countries like Morocco and Senegal and Togo. Using magazines pictures drawings and/or pictures from the Internet create a mini-catalog with 12 clothing items. Decide on theme or age or gender group. Describe each item using models from previous readings. Price the item in euros. Type the descriptions and neatly arrange catalog to make it appealing to customers. Also create an ad promoting at least three of these items. These items are on sale. Be creative and design the ad. Be ready to present both items to the class. Research department store sites in Paris and in Morocco and Senegal.

All products use the same project rubric.

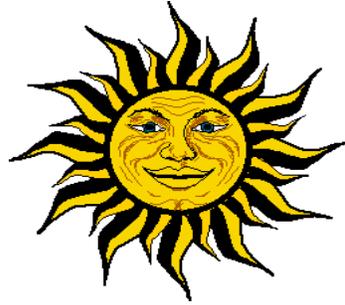
All products use the same presentational rubric.

Learning Centers

There are six learning centers that will help you gain perspective into the piece of literature that we are reading in class. Examine the choices and visit four of the centers that interest you. Do the assigned activity for each center you choose, and fill in your self-reflection log. After everyone has completed the center activities within the time frame, you will be assigned to groups of three to discuss your findings and how this background knowledge is helping you better understand the piece of literature.



Activities



1. **Circumlocution Competition:** A word game where you try to explain the word, event, famous person to another person without using the word itself. One person sees the list and tow other students try to guess. As soon as a person has an answer s/he slaps on the desk and guesses. If right student can have a point or the card. If wrong the reader keeps giving clues until one person gets it. Five words in each round works best. Then rotate around the circle until everyone gets to be the person giving the clues.
2. **Create Categories:** Using the vocabulary of the unit make a list that is mixed and have students create the categories.
3. **Art Start:** Use famous pieces of art as vocabulary visual or as speaking or writing springboards.



4. **“Gut Guessers” or “Forecasting”:** Similar to polls or surveys, the only difference is that in pairs students forecast what their partner will answer. Start off by deciding on your answers but don’t let your partner see the responses. Now each partner guesses what the partner might choose. After having guessed the responses to the questions of the partner then each partner can ask for the information in the target language and keep track of her/his correct responses. This can also be done to guess the responses of an entire class by guessing the number of students who will respond in the different categories. Follow this activity up by having each student graph her/his guesses and responses and then write a feedback report.
Example A: By using the numbers 1-7 prioritize your partner’s responses by ranking these foods in order of preference. (1 is the most favorite)

_____ **chocolate** _____
_____ **pizza** _____
_____ **broccoli** _____
_____ **guacamole** _____
_____ **cheese** _____
_____ **steak** _____
_____ **salad** _____

5. **The Tree of Life:** Each student will need a blank sheet of paper and several crayons, markers or colored pencils. Instruct students that they will each have 5 minutes to draw a tree of their choice. Play lively music while the students are creating. At the end of this time ask each student to list 7 adjectives in the target language that describe the tree. Now ask each student to describe to her/his neighbor how the tree and the adjectives are a metaphor for her/him. The activity can continue by writing a personal journal entry or paragraph(s).
6. **Find a person with the answer game:** Students have a game board with vocabulary words. Students circulate and find people who came right the correct answer in the space on the board.

Find a person with the answer game

My name is	I have	Do you have?	Three brothers
Two sisters	I do not have	I do not have any brothers.	How old is your sister?
How many people are in your family?	What is your mother's name?	My sister's name is	We have two dogs.
My family is happy.	We live in Paris.	Where do you live?	How old are you?

7. **Vocabulary team review game:** Students are in groups of 3-4. Students pass around graphic organizers where they fill in answers, Each time the teacher says change, they pass the papers to another student to the right. The activity continues until the teacher says stop. Students then can select one paper to turn in for points to win the game. These papers can then be used as conversation starters, to create a role-play or create or respond to a writing activity.

Vocabulary Team Brainstorming Activity

Drinks	Meats	Cheeses	Desserts

8. Grocery shopping, list making and party planning: Imagine that you are having a party for your friends and your job is to buy the food. Everybody likes different things, but you only have so much money. Plan your shopping list for your party.

Let's try: Grocery shopping

You are planning a party for 15 of your friends. Before you go shopping you have a list of the prices from the ads this week. Realizing that your friends have many tastes and that you only have \$50 dollars to spend, write your shopping list selecting those items that your friends will eat and drink. Be sure to specify the quantity of each item you want to buy and its price. Then add up the total.

14" frozen vegetarian pizza	2.99
14" frozen supreme meat pizza	3.80
ham	3.99 a lb. sliced
soda pop	1.99 (6 pack)
mineral water	.89 litre
orange juice drink	2.00 gallon
wheat bread	1.59
white bread	1.00
chocolate kisses	2.99
chips	2.49
tortilla chips	1.99
salsa	2.10
mustard	1.89
pickles	2.35
ice cream	2.99 gallon
escargot	7.00 dozen
shrimp	7.99 lb.
frozen hamburgers	2.99 12 pack
tofu pups	1.89 8 pack
carrots	.79 lb.
turkey	2.50 lb. sliced
swiss cheese	2.79 lb. sliced

Your list:

Item	Price	Quantity	Total Price
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Grand Total _____

Write a brief paragraph telling about the items you bought, the cost per item and the math process you used to get total prices for each food item and for the grand total

Critical and Creative Thinking

Questioning Strategies and Products using Bloom's Taxonomy

Lower-level Thinking Skills

Knowledge (know and aware)	Comprehension (understand)	Application (use, transfer)
<p><u>Key words</u></p> <ul style="list-style-type: none"> • know • recall • name • select • tell • match • state • recite • memorize • identify • list • label • choose • define • recognize 	<p><u>Key words</u></p> <ul style="list-style-type: none"> • summarize • define • restate • rewrite • translate • describe • discuss • estimate • illustrate • give examples • extrapolate • edit • use 	<p><u>Key words</u></p> <ul style="list-style-type: none"> • apply • construct • plan • utilize • interview • model • develop • organize • construct • role-play • research • solve • classify • manipulate • outline
<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • What is...? • Where is...? • How did---happen? • Can you recall? • Can you list? • Who is...? • Who were the main...? • Why did...? • How is..? • Can you list all the words for ..? • How many...? 	<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • How would you describe..? • Can you explain what is happening? • How would you summarize..? • What is the main idea..? • How would you illustrate..? • Where will you use....? • Who was main character? 	<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • How would you apply this..? • What examples can you find to..? • What is significant? • What questions would you ask in an interview with..? • How would you role-play? • Can you group by..? • How would you solve this?
<p><u>Sample products</u></p> <ul style="list-style-type: none"> • practice exercises • vocabulary/grammar quizzes • chart. • facts in isolation • recite a poem • label the cities • match the following... • Match the foods 	<p><u>Sample products</u></p> <ul style="list-style-type: none"> • draw pictures, comic strips, graphics etc. • define.... • summarize the.. • retell the story • describe the ... • revise, edit • give a presentation 	<p><u>Sample products</u></p> <ul style="list-style-type: none"> • roleplays • artwork • use map, guides, charts, menus, schedules, etc • make models • demonstrations • graphic organizers

Critical and Creative Thinking

Questioning Strategies and Products using Bloom's Taxonomy

Higher-level Thinking Skills

Analysis (examine,relate)	Synthesis (create, design)	Evaluation (judge)
<p><u>Key words</u></p> <ul style="list-style-type: none"> • analyze • relationships • parts to whole • categorize • connect • distinguish • infer • compare/contrast • investigate • diagram • seeing patterns • dissect/separate • examine • review • solve 	<p><u>Key words</u></p> <ul style="list-style-type: none"> • create • design • hypothesize • invent • develop • compose • assemble • revise • compose • compile • build • generate • form • predict 	<p><u>Key words</u></p> <ul style="list-style-type: none"> • judge • evaluate • critique/criticize • justify • appraise/assess • prioritize • convince • support • conclude • defend • interpret • give opinion • give viewpoint • recommend
<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • What is the relationship between..? • What evidence can you find..? • How is ____ related to ____? • How would you distinguish between..? • How is this similar? • What was the problem with..? 	<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • What if..? • What might happen if you combined..? • How would you create a new ..? • What solutions might you suggest for..? • What if...? • What would happen if..? 	<p><u>Sample questions</u></p> <ul style="list-style-type: none"> • How would you prioritize...? • What do you recommend as the solution to the issue? • What criteria would you use to assess? • What do you think about..? • How would you justify..? • Do you believe..? • What is your conclusion?
<p><u>Sample products</u></p> <ul style="list-style-type: none"> • conduct survey • solve the mystery. • analyze a work of art • examine a poem.. • create a Venn diagram for ... • research and compare • examine pros/cons 	<p><u>Sample products</u></p> <ul style="list-style-type: none"> • invent a machine • design an ad • devise a way to. • write a new ending for.. • design a new CD cover for a song • create a lesson for.. 	<p><u>Sample products</u></p> <ul style="list-style-type: none"> • debate an issue • make a list of criteria to judge a.. • write a letter advising.. • write an editorial • cite sources to justify your point of view • rate the....

Type of question?

I. Using your Questions Chart for Bloom's Taxonomy identify at which level each question starter might be.

1. How would you show...?
2. Who were the main...?
3. What is the main idea?
4. How would you summarize...?
5. What approach would you use..?
6. What facts would you select to show...?
7. What conclusions can you draw..?
8. What ideas justify...?
9. How would you test for...?
10. Can you propose an alternative....?

II. You have chosen the family tree exercise and graphic in your book for class discussion today, but you want to ask some more questions. Create a

1. evaluation question
2. synthesis question
3. application question
4. analysis question
5. comprehension question
6. knowledge question

Student-generated questions and answers

The student reads the selection. The student then writes questions about the passage using the question word cues. The student then responds to own question. (The follow-up of this activity could include a group discussion, a cubing activity or a dice activity. The student could then write a summary, create a graphic organizer, do a role-play from the information, etc.)

Read the following article and create questions in the chart below. Answer your own questions.

Chef cooks £2,000 Valentine pizza

A chef has flown from Scotland to Italy to create the world's most expensive pizza for a St Valentine's Day meal. Award-winning Glasgow restaurateur Domenico Crolla will prepare the £2,150 (3,000-euro) feast for lawyer Maurizio Morelli and his wife Sabrina in Rome. Mr Morelli, a gastro-expert, bought the pizza during a charity auction. The treat named the Pizza Royale 007 is topped with edible gold, lobster marinated in the finest cognac and champagne-soaked caviar. Other toppings on the organic base, spread with a sunblush tomato sauce, include Scottish smoked salmon and medallions of venison.

Mr. Crolla said: "This is the perfect romantic Valentine's gift. "We Italians are experts at amore and I think this pizza will show that the way to a woman's heart is definitely through her stomach." The pizza was created to raise funds for The Fred Hollows Foundation, which aims to prevent curable blindness in developing countries. The title for world's most expensive pizza was previously held by a £100 white truffle, mushroom and fontina cheese pizza at Gordon Ramsay's Maze restaurant in London.

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/2/hi/uk_news/scotland/glasgow_and_west/6358595.stm

Read the article and create questions in the columns. Answer your questions.

Question word	Question	Response
Who?		
What?		
When?		
Where?		
Why?		
How?		
What if? ? (If?)		

*****Now look at your questions and answers and draw a picture/diagram to illustrate what you know and understand about this passage**

Types of Writing

- 1) **Narrative**: the purpose of a narrative writing is to tell a story. Narrative writings are told from a particular point of view, make and support a point, are filled with detail, uses vivid vocabulary, use conflict and sequence as does any story and may use dialogue.

- 2) **Descriptive**: in a descriptive writing, the purpose is to produce a mood or a dominant impression of a person, place, or object. The writer tries to make the reader see, hear, or feel what the writer saw, heard, or felt.

- 3) **Expository**: the purpose of the expository writing is to inform, clarify, define, explain, or analyze. To accomplish that, the writing is best developed by the use of facts and statistical information, cause and effect relationships, or examples. The writing should include: topic sentence, supporting sentences that make the topic understandable and interesting, transitions that create a logical order and a conclusion to tie everything together.

- 4) **Argumentative or Persuasive**: an argumentative or persuasive writing attempts to convince, bring about an event, or move the reader to action. In an orderly way the writer analyzes a problem, offers a solution, acknowledges opposing solutions, and restates the one given in the essay. The appeal to the reader may be strictly logical or it may involve the reader's emotions. To accomplish this, the writer must develop a limited topic, which is well defined and debatable. The topic should be a statement of position. That position must be clear and direct. Then state the reasons that you have to support your position. Uses specific evidence, examples, and statistics to persuade the reader that the stated position is a valid one. To finish it is important to clearly redefine the topic and restate the most compelling evidence. Remember, this is the last chance to remind the reader and convince her/him to accept the writer's position.

R.A.F.T. Writing Samples

- 1. You're a market researcher who has just conducted a survey for the Café des Frites, the number one hotspot for young people in Brussels, regarding changing the menu. In a report to the restaurant manager, present the results of the survey. Include the data on the likes and dislikes of a variety of foods and drinks and some of the reasons for the likes and dislikes. Make any necessary recommendations for menu changes and additions.**
- 2. A French-speaking student from the Rotary International Youth Exchange program in Senegal is coming to spend a year at your school in Colorado. The exchange director has asked you to give this person an idea of what school is like by telling a story of a memorable school day from the perspective of your backpack.**
- 3. You heard an advertisement on the radio about winning a trip, including front row seats and backstage passes, to your favorite band that is performing in Quebec. Write the winning essay to convince the judges why you deserve this trip. You heard an advertisement on the radio about winning a trip, including front row seats and backstage passes, to your favorite band that is performing in Quebec. Write the winning essay to convince the judges why you deserve this trip.**
- 4. You dreamed you were mysteriously transformed into your family's pet. Before you woke up, you were leaving a note to your parents proving that you are really you. The note describes a typical day in your family's life. Upon waking, rewrite the note that you created during the dream.**
- 5. You are an aspiring young writer. The magazine *Biografía* is sponsoring a contest to decide who is the woman/man of the millennium. Convince the editor at *Biografía* that your heroine/hero should be that person.**
- 6. You are putting together a scrapbook about friendship for your psychology class. You know that there are many ways to be a friend to someone. In the journal section of your scrapbook explain what is important to you in a friendship. Also include a section where you explain about a personal relationship that was important to you and positively affected your life.**

RAFT's –your turn!!!

1. **Descriptive:** Write a letter about yourself and your own family.

R

A

F

T

Rewrite:

2. **Persuasive:** You have a new invention.

R

A

F

T

Rewrite:

3. **Narrative:** Write a paragraph about your trip to Costa Rica.

R

A

F

T

Rewrite:

Fill in the chart using topics from one of your units. After filling in the chart, write the prompt.

Role	Audience	Format	Topic (+ strong verb)

Type of Writing: _____ Write the prompt here.

Fill in the chart using topics from one of your units. After filling in the chart, write the prompt.

Role	Audience	Format	Topic (+ strong verb)

Type of Writing: _____ Write the prompt here.

Rigor/Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the **Knowledge Taxonomy**, a continuum based on the six levels of **Bloom's Taxonomy**, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the **Application Model**, is one of action. **Its five levels describe putting knowledge to use.** While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems for use in real-world situations.

The Rigor/Relevance Framework has **four quadrants**. Each is labeled with a term that characterizes the learning or student performance at that level.

Quadrant A — Acquisition: (Low Rigor, Low Relevance) Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

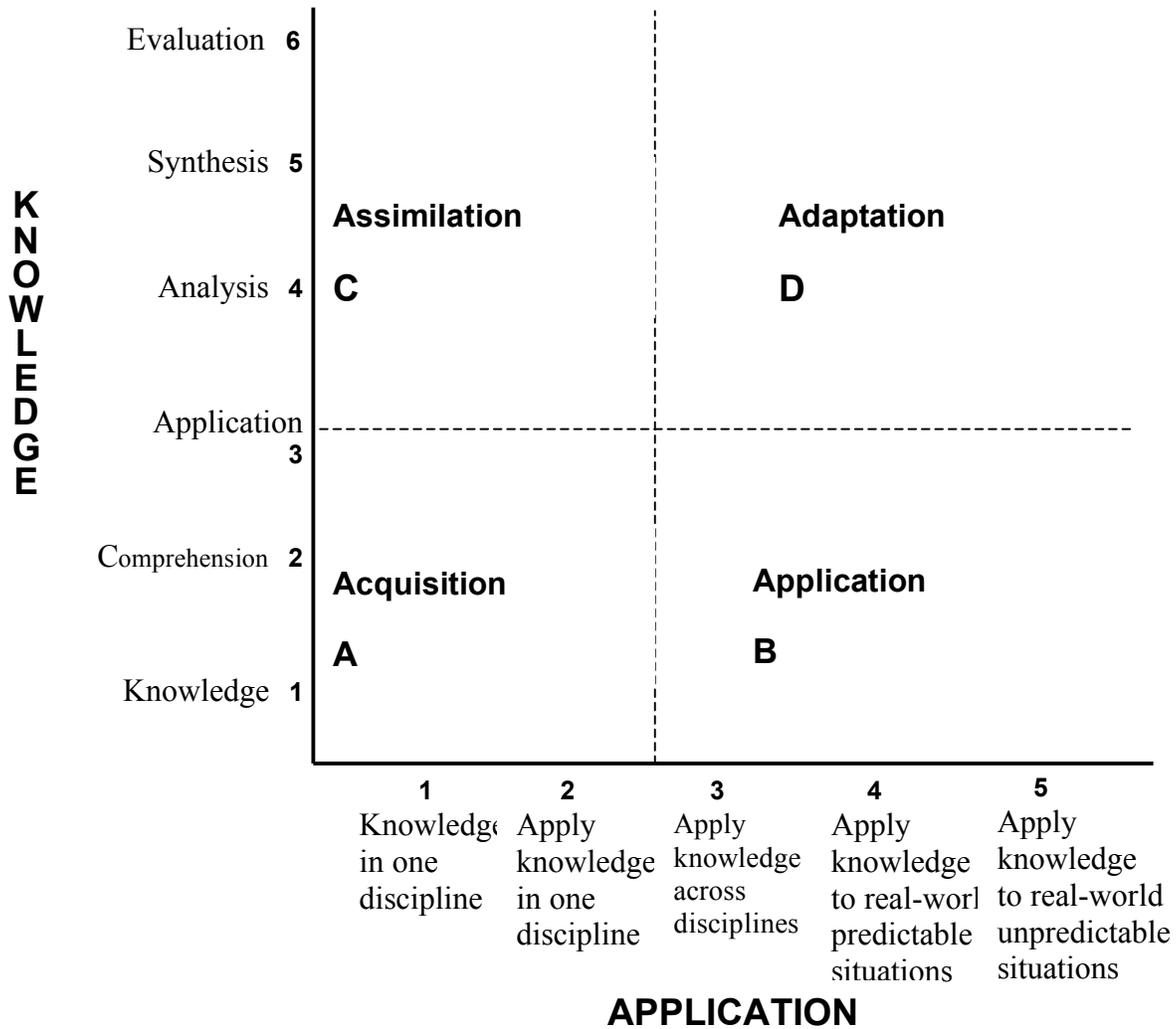
Quadrant B — Application: (Low Rigor/High Relevance) Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

Quadrant C — Assimilation: (High Rigor/Low Relevance) Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

Quadrant D — Adaptation: (High Rigor/High Relevance) Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

****Resource: International Center for Leadership in Education**

Rigor and Relevance Framework



****Resource: International Center for Leadership in Education**

Which Quadrant: A, B, C, D?

Identify each one of these tasks according to the Rigor and Relevance Framework?

1. _____ flashcards to practice numbers
2. _____ digital storytelling project to interpret a Québécois song
3. _____ read and use a train schedule
4. _____ a report on the Aztecs
5. _____ design a new German city center using information from data and interviews of “citizens” of that city.
6. _____ memorize the alphabet
7. _____ conduct research and analyze data about a world problem such as SIDA, malaria, hunger, etc. and prepare a PowerPoint with possible solutions supported by the data.
8. _____ make a podcast introducing yourself
9. _____ analyze a poem
10. _____ create a model of the Eiffel Tower
11. _____ multiple choice vocabulary test
12. _____ create a series of podcasts to teach Spanish to elementary students
13. _____ a public service announcement DVD promoting something happening in your city
14. _____ fill in the blank with the correct verb form worksheet
15. _____ perform a play using a Mayan legend read in class
16. _____ interview potential customers and design a menu to best match their preferences
17. _____ make a storyboard about the Chinese legend
18. _____ Use Google Earth to locate the hotel you chose for your stay in Paris
19. _____ plan a family vacation
20. _____ make a Venn diagram to compare and contrast immigration from Africa to Europe with immigration from South and Central American to North America
21. _____ write a grocery list for a party you are planning for 20 of your friends who have a variety of tastes. (you also only have 75 euros to spend)
22. _____ make a public service announcement DVD promoting something happening in your city
23. _____ PowerPoint movie on the effects of malaria on pregnant women in Senegal, citing facts, data and proposing solutions.
24. _____ create a comic strip on paper or digitally using the characters from the Aztec legend.
25. _____ role-play a scene between a restaurant server and a customer.
26. _____ discuss music trends in Italy as well as personal music tastes.
27. _____ analyze and debate the seal kill in Canada
28. _____ develop a timeline of German history
29. _____ write a legend based on modern life.
30. _____ practice new vocabulary words for the school unit.

World Languages Activities in the Rigor and Relevance Framework
Fill this chart out with your own activities.

