

Tool 10: A Practice Page for Customization

Look back at Anthony's attribute chart on pages 57–59. Based on his readiness levels in reading, writing, and math, as well as his learning style, interests, and special talents, create a focused instruction lesson for the following standard:



Student will select the grade-level-appropriate operation to solve word problems.

The Customized Map for Focused Instruction

1. Analyze the Standard

What are the standards asking you to teach, and to what depth must you teach it? How will you customize the standard to create an essential, application, and complex-thinking standard?

2. Preinstructional Strategies

Teachers make determinations regarding in which “layer of learning” each student needs to begin—whether that means backing up to learn the essential knowledge before proceeding to the standard’s requirement, or beginning at a learning level well past the standard’s requirement.

How will I customize the content?

How will I customize the course of action?

How will I customize the final student product?

3. Goals and Purpose

Students should be told exactly what it is that they are expected to learn and why they should learn it. Some students will have a variation of the content standard expectation.

How will I customize the content?

How will I customize the course of action?

4. Brain Activators

Research shows that students learn and retain information more proficiently when they can associate it with something that they already know.

How will I customize the content?

How will I customize the course of action?

5. Learn the Language of the Standard

Some “quick tips” for teaching vocabulary effectively include the following:

- Activate student prior knowledge about a term or concept, or if they have no prior knowledge, create an experience to give them that knowledge.
- Explicitly teach a word or concept definition, and then ask students to create their own definition and visual representation of the word.
- Provide multiple exposures to new terms through a variety of modalities (for example, verbally, visually, and kinesthetically).
- Revisit student-created definitions and visual representations periodically, and allow them to revise, modify, and update their definitions and visuals.

How will I customize the content?

How will I customize the course of action?

6. Sequential and Active instruction

Students must be actively engaged as they learn new content.

How will I customize the content?

First, determine what layer of learning is expected in the content standard. Then create varying content expectations based on student readiness, keeping in mind that all students should eventually meet or exceed the layer of learning that the standard calls for: essential, application, or complex thinking.

How will I customize the course of action?

How will I customize the student product?

7. Check for Understanding

This step involves engaging students in summarizing, restating, making judgments about, or reflecting on the main points that have been taught.

How will I customize the content?

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8. Student Practice With Scaffolding

After instruction, students need to have the opportunity to practice what you have taught—practice could take place through working with a partner, problem-solving, writing in a journal, and so on.

Controlled practice:

Coached practice:

Independent practice:

How will I customize the content?

8. Student Practice With Scaffolding (continued)

How will I customize the course of action?

Controlled practice:

Coached practice:

Independent practice:

How will I customize the student product?

9. Teacher Feedback

Each student needs feedback on what he or she is doing correctly and incorrectly, along with suggestions for improvement.

How will I customize the content?

How will I customize the course of action?

10. Final Student Product

This is the students' opportunity to show you how well they have mastered the material.

How will I customize the content?

How will I customize the course of action?

How will I customize the final student product?

11. Student Reflections

Students need to be given opportunities to think about and process the learning.

How will I customize the content?

How will I customize the course of action?

How will I customize the final student product?