

DIFFERENTIATION			
<b>WRITING</b>			
Note: It is also strongly recommended that students are given writing partners that they work with consistently throughout the unit. A partnership allows the students to become familiar with one another's projects to help quickly give advice, as well as learning each other's strengths and weaknesses throughout the year. There are competing opinions about whether or not students should work with homogenous partners. Teachers should weigh the pros and cons before committing to a decision.			
Reinforce Existing Objectives	Objectives Designed to Stretch	Mentor Texts	
Show, Don't Tell	Creating Inferences Through Character Descriptions, Creating Mood through Setting		
Narrating Dialogue	Internal Monologue		
Non-repetitive Transitions	Exploding a Moment, Big Sweeps of Time		
Sensory Details	Figurative language: unexpected similes, grown up similes and metaphors		
<b>READING</b>			
Students with higher reading levels can also be challenged with other books by S.E. Hinton that address similar themes, such as That Was Then, This Is Now. They can complete assignments that challenge them to synthesize their understanding of both works rather than just using The Outsiders. It would also be possible to replace certain assignments with an "author study" that pushes students to think about how/why S.E. Hinton created the novels that she did.			
Students reading on grade level who are ready for additional challenges in their thinking could also read The Misfits and draw comparisons between the characters and situations in the two novels as part of their assignment.			
There is a fairly accurate and well-made movie version of The Outsiders that could be used either to assist visual learners with understanding the novel better or to push students who need a challenge in working ahead with the ELA standards around comparing an adaptation to the original version of a work.			

The focus of HW this RAP period should be on reading the book. At the most, students would have to read 10 pages a night which is a good way to get them into the habit of reading at home and thinking about the idea of high school and college reading.

Ways to support this extra reading load in class:

-Small groups reading or re-reading *The Outsiders* during the Leveled Lit. Block. Adjust Lit. Block objectives to achieve this extra time or incorporate the objective into the small group reading.

As part of that small group reading, have specific pages to focus on instead of the whole assignment.

-Listening to audio of the book in the whole class. This could be at the beginning of the class for 10 mins and students are tracking the text. This won't ensure full comprehension but offers another access point to the text.

- Watching clips of the movie after they read to provide reinforcement of what they just read

Ways to support reading at home:

Provide an outline of the reading students need to do with some fill in the blanks spaces to help them follow

Provide summaries of some of the text

Choose targeted passages for them to practice the skill from that day. You can revise those passages for vocabulary, etc. in order for students to practice on and then summarize what students won't read.

Summarizing for all students:

There is a lot of text to get through in not very much time, so one option is to summarize pages for students so that they can focus on reading the pages that have the most meaning. Below are the best sections of text to summarize in order to allow students to more deeply gain access to the book. You could also continue to expect that students are reading and then provide these summaries in case some students didn't read their assigned HW. This is NOT a comprehensive list of which parts can be summarized by a suggestion

p. 37-the top of 47

p. 58-68

p. 96-110

p. 131-137

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