

Microlearning for Teachers (5 minutes total)

High-Leverage Practice 13

Adapt Curriculum Tasks and Materials for Specific Learning Goals

Why it matters

When students struggle, it's often not the *content*. It's the *access point*. Strategic adaptations reduce unnecessary cognitive load so students can focus on the learning goal.

Try This Tomorrow

Review your lesson and ask:

- Where might students get stuck?
- What one support could remove that barrier *without lowering the expectation?*

Add **one** adaptation *before* teaching:

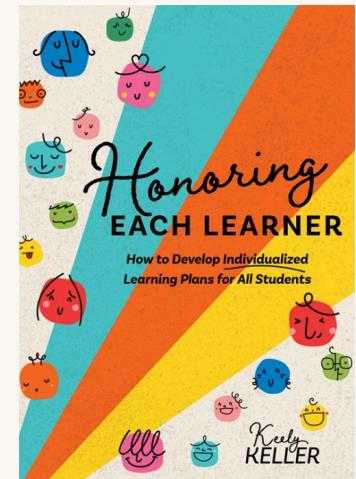
- A worked example or model
- A sentence starter or frame
 - A short checklist
 - A visual or anchor chart

Look-fors in the classroom

You'll know the adaptation worked when:

- Students start the task more quickly
- Fewer clarifying questions are asked
- Student thinking is more visible (written, spoken, or drawn)

Small, intentional adaptations preserve rigor while expanding access.



Connect with Keely Keller, the author of Honoring Each Learner, or tag her when sharing insights, questions, and celebrations from the book and your school or classroom.

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Student-Facing Learning Support Template

(Aligned to HLP 13 | Adapting and modifying curriculum tasks and materials for specific learning goals)

Date

Today's Learning Focus

What I am learning:

Why it matters:

Before I Start

What does success looks like?

- I can
- I can

What supports are helpful for this task?

- Example or model
- Checklist
- Visual

My Thinking Tools

Key words or ideas I'll use:

Sentence starter (optional):

- “One important idea is...”
- “I noticed that...”

During the Task

- I know what to do next
- I am checking my work as I go
- I can explain my answer or process

After the Task

One thing that helped me learn today:

One question I still have: