

Skip. Stretch. Spark

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For Students Who Show Mastery...

Skip – Repeated Instruction and Practice

- Pre-assess: Choose 3 most difficult questions on the assignment, ask questions to gather prior knowledge, let them share with the class what they already know, complete one learning activity.
- Can this student already demonstrate mastery?
- Can they solve the most complex problem in the unit?
- Can they explain their reasoning clearly?
- If YES → Eliminate: Repeated direct instruction, redundant practice pages, skill drills
- Practice with the most advanced learning activity in your plan
- Move to Stretch or Spark

Stretch – Deepen the Depth and Complexity

- How can this standard require deeper thinking?
- Up the level of complexity with the verbs of the standard to - compare, justify, or analyze.
- For Example - Can students justify, defend, or compare approaches?
- Can they analyze complexity or multiple perspectives?
- Ready-to-Use Prompts: Prove why this works, Create another method and compare efficiency, What patterns do you notice? Why?, What would happen if we changed...?

Spark – Apply, Innovate, Create

- Now that they know this... what can they DO with it?
- How can they apply it to a real-world situation?
- What can they design, create, or innovate?
- Ready-to-Use Prompts: Design a real-world problem using this skill, Teach this concept to a different audience, Connect this learning to another subject., Create a product that demonstrates mastery.

Equity is not sameness. Growth requires appropriate challenge. If a student already knows it – Skip. If they are ready for more – Stretch. If they have mastered it – Spark something new.

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Planning Guide

Identify the Standard & Learning Goal

- Subject/Unit: _____
- Standard(s): _____
- Learning Target: _____
- What does mastery look like? _____

Skip – Preassessment & Compacting Plan

- How will I check for mastery? (circle one)

Show What You Know:

“Write everything you know about ____.”

“Solve this in as many ways as you can.”

“Draw and label ____.”

Mark up a short passage (circle main idea, underline evidence).

Circle 3-5 most difficult problems to answer/solve.

Error analysis:

“What went wrong?”

4-Corner Skill Check

Post signs:

- I’ve never heard of this.
- I’ve heard of it.
- I can explain it.
- I can teach it.

Quick Mastery
Pre-Assessment

- If mastery is demonstrated, I will eliminate: _____
and replace with: _____

Stretch – Deepen their Understanding

- How can I deepen the depth or complexity within this standard?

- Students will (check applicable):

Justify reasoning: _____

Compare methods: _____

Analyze patterns: _____

Evaluate ideas: _____

Examine multiple perspectives: _____

Spark – Apply, Innovate, Create

- How can students apply this learning in a new way?

- Spark Options (check or design your own):

Create a product: _____

Teach others: _____

Connect to another subject: _____

Solve a real issue: _____

Other: _____

Quick Mastery Pre-Assessment

Name _____

Unit/ Standard	
Question #1	
Question #2	
Application Question:	
Explain Your Thinking	

Teacher Use Only:

- Mastery shown → Skip repeated instruction
- Minor gaps → Quick conference
- Gaps present → Full instruction

Lesson Plan

Standard			
I can/EQ			
Preassessment			
	Teach Session	Work Session	Reflect
Activate Prior Knowledge/ Prerequisite Skills			
Learning Activity #1			
Learning Activity #2			
Learning Activity #3			
Enrich	Skip	Stretch	Spark
Remediate/Review			
Assess			

Lesson Plan

Unit			
EQ			
Preassessment			
	Phonics	Reading	Grammar/Writing
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Enrich	Skip	Stretch	Spark
Remediate/ Review			
Assess			