Slide 1	CHILD RESEARCH AND STUDY CENTER SCHOOL OF EDUCATION UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK Differentiation within the Core: Variability and Response to Variability in the Elementary Classroom Donna M. Scanlon Reading Department The University at Albany Presentation for the New York State RTI Summer Institute, Latham, NY, June 28, 2011	

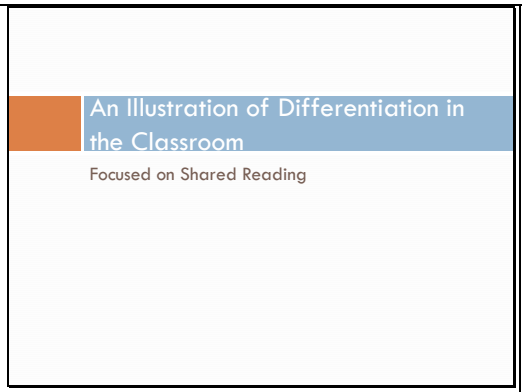
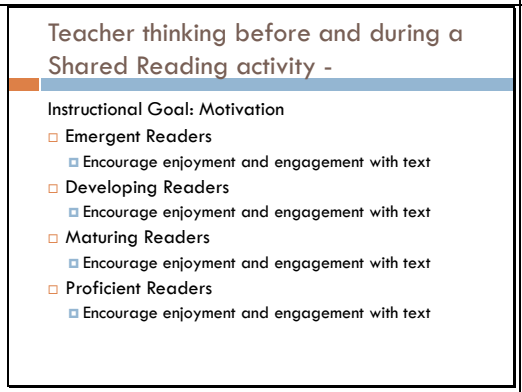
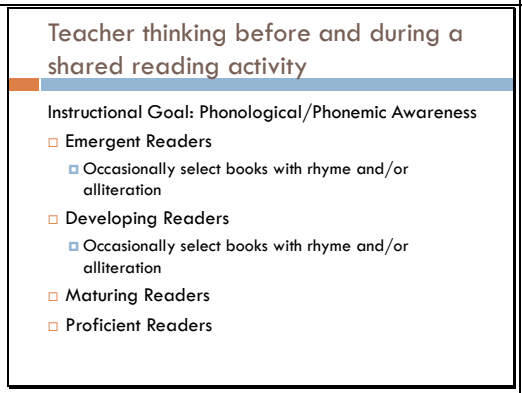
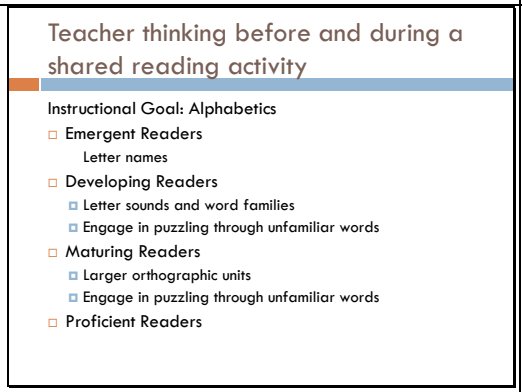
Slide 2	Classroom Instruction for Readers at Multiple Levels
	
	- Most classrooms are comprised of children who are at widely varying levels of literacy development. Instruction needs to be responsive to this variability
	  - During whole class instruction by ensuring that instruction takes account of all of the children's needs.
	  - During small group instruction by targeting instruction specifically to what the children in the group are ready to learn.	

Slide 3	Every child is ready to learn something: - But they are not all ready to learn the same things - Instruction will be most effective when it is appropriately targeted and responsive to the needs of individuals.	
Slide 4	Levels of Oral Reading Skill in the Primary Grades - **Emergent Readers** – limited or no understanding of the role played by print - **Developing Readers** – know something about the alphabet and the alphabetic principle - **Maturing Readers** – effective word learners who use code-based and meaning-based strategies to puzzle through words - **Proficient Readers** – able to quickly analyze and identify unfamiliar words, even those with multiple syllables.	

Slide 5	**Differences in Comprehension Skills in Primary Grade Classrooms**
	- Child differ in a variety of ways that impact their ability to understand the texts they read and hear:
	  - Background knowledge
	  - Vocabulary and oral language skills
	  - Word identification skills
	  - Beliefs about the purposes for reading
	  - Fast and accurate word identification
	vs.
	  - Meaning making – and expectation that text will make sense
	  - Motivation	

Slide 6	**Multiple Aspects of Differentiation**
	In the primary grades,
	- We need to attend to both types of difference:
	  - Code-related
	  - Meaning-related
	- We need to differentiate for these differences in:
	  - Whole class instruction
	  - Small group instruction
	  - Center activities	

Slide 7	**Responding to Differences in Whole Class Instructional Activities** Differentiation should take account both difference in oral reading skill and in comprehension skills.	
Slide 8	**Responsive Teaching during Whole Class Instruction** - Consider the children - Consider the instructional goals - Consider the instructional activity - Teach with the intention to move all of the children forward	

Slide 9		
Slide 10		
Slide 11		
Slide 12		

Slide 13	**Teacher thinking before and during a shared reading activity**
	Instructional Goal: Word Solving / Word Learning
	- Emergent Readers
	  - Model the use of picture cues ("the pictures can help us"
	- Developing Readers
	  - Model and encourage the use of partial alphabetic information in combination with contextual information for word solving
	- Maturing Readers
	  - Model and encourage the use of alphabetic and orthographic information in word solving
	- Proficient Readers
	  - Draw attention to larger orthographic units and meaningful word parts	

Slide 14	**Teacher thinking before and during a shared reading activity**
	Instructional Goal: High Frequency Word Knowledge
	- Emergent Readers
	  - Draw attention to high frequency words that the children are learning
	- Developing Readers
	  - Draw attention to high frequency words that the children are learning
	  - After reading the text, provide an opportunity for the students to do a word hunt.
	- Maturing Readers
	  - Occasionally fade voice during choral reading to allow children to retrieve none high frequency words from memory
	- Proficient Readers	

Slide 15	**Teacher thinking before and during a shared reading activity**
	Instructional Goal: Vocabulary and Language
	- For all –
	  - Explain the meanings of unfamiliar words as they come up.
	  - Explain potentially confusing syntactic structures	

Slide 16	**Teacher thinking before and during a shared reading activity**
	Instructional Goal: Comprehension
	- For all –
	  - Engage the children in actively thinking about meaning of the text before, during, and after reading
	  - Facilitate the process of making connections between what the children already know and what they encounter in the text.	

Slide 17	**Responding to Differences in the Context of Small Group Instruction** Children with similar strengths and weaknesses are grouped together and work with more focused teacher guidance.	
Slide 18	Children identified as being in need of intervention would, ideally, work with the teacher: - More often and/or for longer periods of time - In smaller instructional groups - Which allows more focused and explicit teacher guidance - Using books that are better matched to their current reading levels - Focusing on foundational skills that are appropriate for their current performance levels.	
Slide 19	Instruction for children at risk should be: - Congruent with the classroom language arts program - Goal oriented - Responsive to the strengths and needs of children in the group - Both targeted and comprehensive - Provided in smaller groups and/or more frequently than small group instruction provided for children who are not at risk.	

Slide 20	Planning for Differentiated Small Group Instruction
	- Identify instructional groups
	  - Assessment based on instruction/curriculum
	  - Are the children learning what has been taught?
	- Planning for groups
	  - Timing
	  - Responsive instruction
	  - Flexible grouping, criteria for re-grouping
	- Planning for engaging and productive learning activities for centers/stations	

Slide 21

Sample Weekly Schedule (Gr. 1)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15–8:30	Attendance, lunch count, book browsing, and writing	Attendance, lunch count, book browsing, and writing	Attendance, lunch count, book browsing, and writing	Attendance, lunch count, book browsing, and writing	Attendance, lunch count, book browsing, and writing
8:30–8:40	Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
8:40–8:55	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
8:55–9:10	Introduction of center activities	Introduction of center activities	Introduction of center activities	Introduction of center activities	Introduction of center activities
9:10–9:35		Group 4			
9:40–10:05			Group 4		
10:10–10:35					Group 4
10:35–10:50	Snack and discussion	Snack and discussion	Snack and discussion	Snack and discussion	Snack and discussion
10:50–11:20	Read-aloud	Read-aloud	Read-aloud	Read-aloud	Read-aloud
11:20–11:50	Writing and composition	Writing and composition	Writing and composition	Writing and composition	Writing and composition
11:50–12:35	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess
12:35–1:15	Special	Special	Special	Special	Special
1:20–2:05	Math	Math	Math	Math	Math
2:05–2:20	Wrap-up and reflection	Wrap-up and reflection	Wrap-up and reflection	Wrap-up and reflection	Wrap-up and reflection

Slide 22

Group Snapshot—Phonological Skills

Student names	Jack	Sam	Kendra	Ada	Kenny
I. Sensitivity to Text					
Complete rhyme in known text					
Identify rhyme in text					
Identify alliteration in text					
II. Sound Sorting					
Beginning sound					
Rhyme					
Ending sound					
Medial vowel					
III. Sound Blending					
Onset-rime w/ pictures					
Onset-rime w/o pictures					
Single phonemes w/ pictures					
Single phonemes w/o pictures					
IV. Sound Counting/Segmentation					
Two phonemes, stretchable consonants					
Two phonemes, stop consonants					
Three phonemes, stretchable consonants					
Three phonemes, stop consonants					
Words with consonant blends					

Key:

☐ *B—Beginning* indicates that instruction has addressed the objective but that the child has only a preliminary understanding or capability with regard to that particular objective.

☐ *D—Developing* indicates that the child has some understanding of the objective but does not reliably demonstrate that understanding or capability or is not yet automatic (fluent) with the skill.

☐ *P—Proficient* indicates that the child reliably and automatically demonstrates the understanding or capability.

FIGURE 5.11. Group snapshot for phonological skills.

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Slide 23

Components of Small Group Reading Instruction

- Read aloud / Shared Reading / Re-reading (depending on level of development)
- Integrate Phonological Analysis and Alphabetics ASAP
- Shared/Supported Reading of New Book
- High Frequency Words
- Modeled Writing / Shared Writing / Supported Writing

Slide 24

Differentiated Small Group Instruction (Hypothetical) First Grade Class

		Group 1	Group 2	Group 3	Group 4
Reread	All groups	Each child independently reads one or more books or passages from an earlier lesson			
	Separate groups	Teacher attends to print concepts and conventions	Teacher attends to voice-print match, use of initial letter cues, and context	Teacher attends to confirmatory use of print (including single letters and larger orthographic units)	Teacher attends to confirmatory use of print (including single letters and larger orthographic units)
Phonemic Analysis	Separate groups	Teacher engages children in onset-rime blending	Teacher engages children in phoneme segmentation using sound boxes	Not needed	Not needed

Slide 25

Differentiated Small Group Instruction
Late K/Early First Grade Class – cont.

		Group 1	Group 2	Group 3	Group 4
Alphabet Knowledge	All groups	Teacher plans to teach a specific decoding skill that can be applied in the new book that each group will read.			
	Separate groups	Sing whole alphabet song a few times, pointing to the letters. Then focus on few letters that occur frequently in the new book to be read.	Introduce and/or practice letter sounds and/or word family that the children will encounter in the new book.	Depending on the characteristics of the book, teach / review word families or other decoding elements that will enable children to successfully puzzle through unfamiliar words in the new book.	

Slide 26

Differentiated Small Group Instruction
Late K/Early First Grade Class – cont.

		Group 1	Group 2	Group 3	Group 4
Reading New Texts	All groups	Teacher selects a book that is appropriately challenging and prepares to read the book according to their current needs and the characteristics of the book. While reading teacher coaches the children to apply their developing word solving skills and engages them in collaborative, meaning-focused conversation about the book.			
	Separate groups	Text Selection: Predictable Text	Text Selection: Somewhat but not thoroughly predictable. Texts that provide extensive practice on high frequency words might also be selected.	Text Selection: Matched to students' current reading levels	

Slide 27

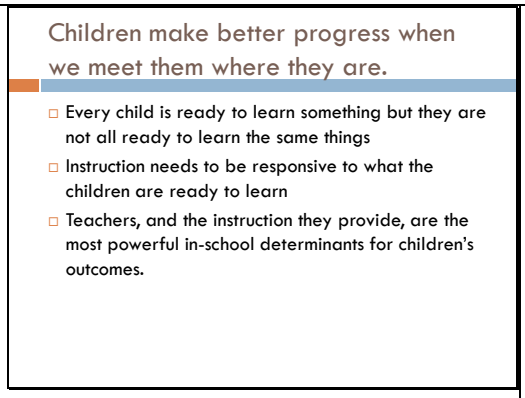
Differentiated Small Group Instruction
Late K/Early First Grade Class – cont.

		Group 1	Group 2	Group 3	Group 4
High Frequency Words	Separate groups	Word learning is very idiosyncratic. Only words for which the children know all of the letters will be taught	High frequency words provide an important anchor for identifying other words in text. Children in each group will practice the high frequency words they are learning using a variety of game-like activities.		

Slide 28

Differentiated Small Group Instruction
Late K/Early First Grade Class – cont.

		Group 1	Group 2	Group 3	Group 4
Writing	All groups	Children should be involved in both shared and supported writing – with the teacher specifically focusing on what the children are ready to learn.			
	Separate groups	Teacher may serve as scribe – modeling and engaging children in analyzing the phonological aspects of words and thinking about the letters for those sounds.	Particular emphasis is placed on thinking about the beginning sounds in words. Children are encouraged to use their keyword chart to decide on needed letters.	Teacher engages children in more thorough sound analysis and spelling of words. Children are encouraged to refer to available resources to support their spelling including the books they have (just) read, the keyword chart, high frequency word list, etc.	

Slide 29		
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