

The How of Differentiation Part I

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What is Differentiated Instruction?

- Maximize learning for all students
- Use of ongoing use of assessment data to plan instruction
- Use of a variety of flexible grouping formats, including targeted small groups
- Matching materials to student ability
- Tailoring instruction to address student needs

Which Are Examples of Differentiating Instruction?

- Arranging the classroom so that student desks are placed in small groups of 3-4 students
- Engaging a small group of 5 students in additional word recognition instruction
- Allowing students to choose a partner to work on a word puzzle
- Allowing students to select a topic to read about
- Providing text for students to read that aligns with the reading practices they have begun to master

How Do We Differentiate Reading Instruction?

- Organizational Considerations
- Content Considerations
(Part 2 of the Webinar)
- Delivery of Instruction Considerations
(Part 3 of the Webinar)

Organizational Considerations

- Grouping
 - Seeking and Planning for Similar Needs
- Time
 - Length
 - Frequency

Content Considerations

Students with Reading Difficulties

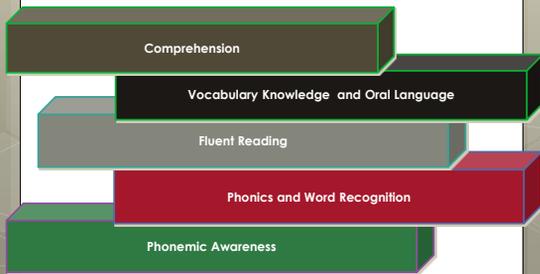
May have:

- Difficulty with phonological structure of words
 - Weak phonics skills
 - Limited sight word reading
- Limited practice with text
- Weak vocabularies or oral language
- Low background and concept knowledge
- Difficulty monitoring comprehension, applying strategies, making inferences, critically thinking

Consider Content

- Student needs
- Instructional needs not adequately addressed currently
- High impact priorities

Planning Appropriate Content



Time

- What do you know about how these components are addressed in your core instruction?
- What do you know about how much time is spent on each of these components (daily or weekly) in your core instruction?

High Impact Instruction

- Components, skills, and strategies essential to building reading achievement
- Highest contribution to learning to read; accelerate learning
- Focus of intervention

FOR EXAMPLE....

Phonological Awareness Skills



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Phonological Awareness Manipulations

- Whole Words
- Compound Words
- Syllables
- Onset-Rime
- Phoneme**

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Application to...

- Phonics and Word Recognition
- Fluency
- Vocabulary
- Comprehension

What are some examples of high impact instruction in phonics and word recognition?

Intervening in the Core: Common Problems in Content

Phonological Awareness	<ul style="list-style-type: none"> • Highest Impact • Blending • Segmenting • Phoneme • Integrating print
Phonics and Word Recognition	<ul style="list-style-type: none"> • Letters, sounds, basic decoding • Irregular words • Spelling • Multisyllabic words • Text

What are some examples of high impact instruction in fluency?

Intervening in the Core: Common Problems in Content (cont'd)

Fluency	<ul style="list-style-type: none"> • Opportunities to read text • Goal • Modeling • Repeated reading • Continuous reading • Engagement in text • Best reading, not "fastest" reading
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What are some examples of high impact instruction in vocabulary?

Intervening in the Core:
Common Problems in Content(cont'd)

Vocabulary

- Concrete
- Examples and nonexamples
- Meaningful use and application
- Repetition
- Relationships and integration

What are some examples of high impact instruction in comprehension?

Intervening in the Core:
Common Problems in Content (cont'd)

Comprehension

- INSTRUCTION
- Strategic readers
- Narrative and expository
- Monitoring comprehension
- Building vs. activating background knowledge
- Student generation of questions
- Main idea and summarizing

Resources

FLORIDA STATE UNIVERSITY

FLORIDA CENTER for READING RESEARCH

for EDUCATORS for RESEARCHERS FAIR-FS about FCRR

for EDUCATORS

19th Learning Center Activities

Student Center Activities

Engineering Teachers

Principal Reading High Through Checklists

Additional Documents

Part of the Florida Center for Reading Research's mission is to disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through sixth grade. To this end, FCRR has provided a selection of resources and materials of particular interest to education practitioners.

This includes a number of classroom activities developed by teachers at FCRR for use in kindergarten through fifth grade classrooms and pedagogical information for engineering teachers with the skills and knowledge for effective instruction in the classroom. These materials have been developed through the Center's commitment to applied research projects with the purpose of providing information that can be used to improve reading instruction to all students. Additional resources such as a glossary of terms and the FCRR report on concrete reading may provide further insight into the usefulness of the materials provided.

Please feel free to explore the links to the left to know our newest offerings, and to see how our work at FCRR can benefit you in the classroom.

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Questions to Guide Instruction

www.fcrr.org

- Guidance to determine strengths and weaknesses in each component
- Informal assessment ("Help Me Decide")
- Instructional Routines

Empowering Teachers



em·pow·er·ment
to equip or supply with an ability; enable

This website is a resource for kindergarten through third grade teachers.

You will find –

- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade.
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine effectiveness of your reading instruction

We empower you to use this information in making sound instructional decisions to improve reading outcomes.

A Florida State University Center

Empowering Teachers

Home > Questions to Guide Instruction > Third Grade: Reading Comprehension Instruction

Reading Comprehension Instruction - Third Grade

View Instructional Routine

Can the student compare and contrast topics, characters, settings, and problems in two texts?	Help Me Decide	
Can the student identify cause-and-effect relationships in text?	Help Me Decide	
Can the student make an inference from an implied message within a text?	Help Me Decide	
Can the student identify and discuss author's purpose?	Help Me Decide	
Does the student self-monitor and use comprehension strategies (e.g., reread portions of text and ask clarifying questions) when the meaning of the text is unclear?	Help Me Decide	
Does the student use the elements of text structure to retell and summarize text?	Help Me Decide	

For more information refer to the **Comprehension** section.

EMPOWERING TEACHERS

Comprehension Instructional Routine: Identify Cause and Effect Relationships in Text

Preparation/Materials: large copy of graphic organizer, sentence strips, student sheets with sentences and graphic organizers, chart with signal words, pencils

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- Italicized sentences are what the teacher does*
- Bold type is what the teacher says**
- Regular type is what the student(s) say*
- Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides under underlined letter(s) or word(s)*

NOTE: There are multiple aspects to cause and effect. There can be several causes to one effect, and there can be several effects from one cause. Sometimes one effect causes another effect, which then causes a third effect. This structure is often referred to as cause and effect chaining. This instructional routine includes sentences with one cause and one effect and a longer text with a cause and effect chain (i.e., a cause brings about an effect which then becomes the cause of a new effect).

TEACHER EXPLAINS TASK
We are going to identify cause and effect in a text. Cause and effect is the relationship between two things or events where one event caused another event, or several events, to happen.

TEACHER MODELS TASK
Cause and effect relationships occur everyday; at play, at home, and at school. To find cause and effect relationships, we look for one event that caused another event. The cause is why the event happens. The effect is what happened.

Here is an example. Let's read it together.

- Sam has no cavities because he brushes and flosses his teeth everyday.**

Sam has no cavities is the effect or what happened.
Sam brushes and flosses his teeth everyday is the cause or why Sam has no cavities.

How did I figure out the cause and effect in this sentence? I had to ask two questions.
First, to find the effect. I asked, "What happened?"
Then, to find the cause, I asked, "Why did this happen?"
It may seem backward, but if I find the effect first, it is often easier to find the cause.

It also helps to know that some words "signal" a cause and effect relationship in the text. In the sentence about Sam, the word, **because**, is a signal word. Point to each signal word as you read about these can be other signal words: **so, consequently, therefore, as a result of, due to**

Listen for a signal word and think about what may be the cause and the effect in the next sentence.
Let's read together. Point to each word as you read aloud.

- The fire alarm sounded as a result of the smoke that filled the room.**

Video

- Consider ways in which this teacher differentiates instruction
- Consider what instruction is needed to allow the class to function in this way
- Find two ideas/aspects that you could plan to implement to improve differentiation in the core reading instruction

Differentiating Student Center Activities

- <http://www.centeroninstruction.org/files/Using%20Student%20Center.pdf>

Don't Forget.....

Review!

Students with reading difficulties require:

- Cumulative and varied review of new concepts or practices taught
- Support with organizing knowledge; putting the pieces together

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Differentiated Instruction

- Organizationally
 - Additional Time (length, frequency, duration)
 - Reduce Group Size
- Instructional Content
 - Target student strengths and weaknesses
 - Consider high impact skills
- Instructional Delivery
 - Part 3 next week

Questions