



# **DIFFERENTIATING TEACHER-DIRECTED INSTRUCTION:**

Planning and Organizing  
Instruction to Meet the Learning  
Needs of Each Child

Central Regional Reading First  
Technical Assistance Center

# Acknowledgements

- **ERRFTAC/FCRR**
- **CRRFTAC**
- **WRRFTAC**



# Reading First

**The goal of Reading First is to have all students and each student reading at grade level by the end of grade 3.**

**Instruction must be powerful and sufficient to:**

- **keep students who are performing at grade level at grade level.**
- **bring students who are performing below grade level to grade level within 1-2 years.**

# Guiding Questions:

- What is differentiated instruction?
- How do I determine student learning needs?
- How do I implement differentiated instruction?
- What do I teach during small group instruction?
- Are there resources to help me plan and implement differentiated instruction?



# ACTIVITY 1

1. Form a small group.
2. What do you know about differentiated instruction?
3. Discuss what you would like to learn about Differentiated Instruction.
4. As a group construct three questions regarding Differentiated Instruction.
5. Be prepared to *Share Out*.

# Experiences with Differentiated Instruction:

What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned
	Three questions:  1.   2.   3.	



# **What is Differentiated Instruction?**

**Why is it Important?**  
**Who is it for?**

# What is Differentiated Instruction?

“To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.

Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.”



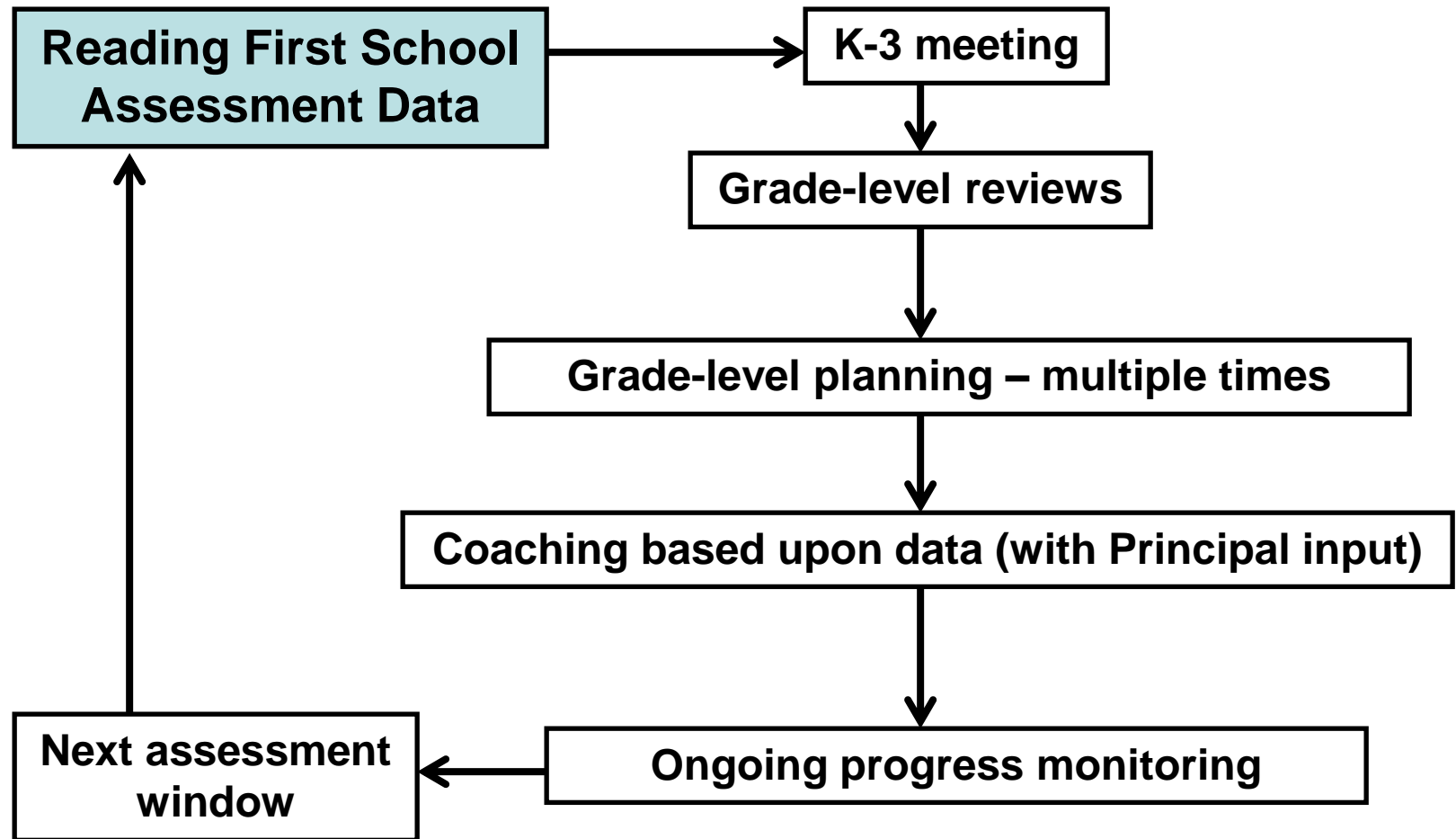
**Differentiated instruction**  
**is a way of using data in:**  
**planning a school reading schedule:**

- **whole group instruction**
- **small group instruction**
- **student directed center activities**

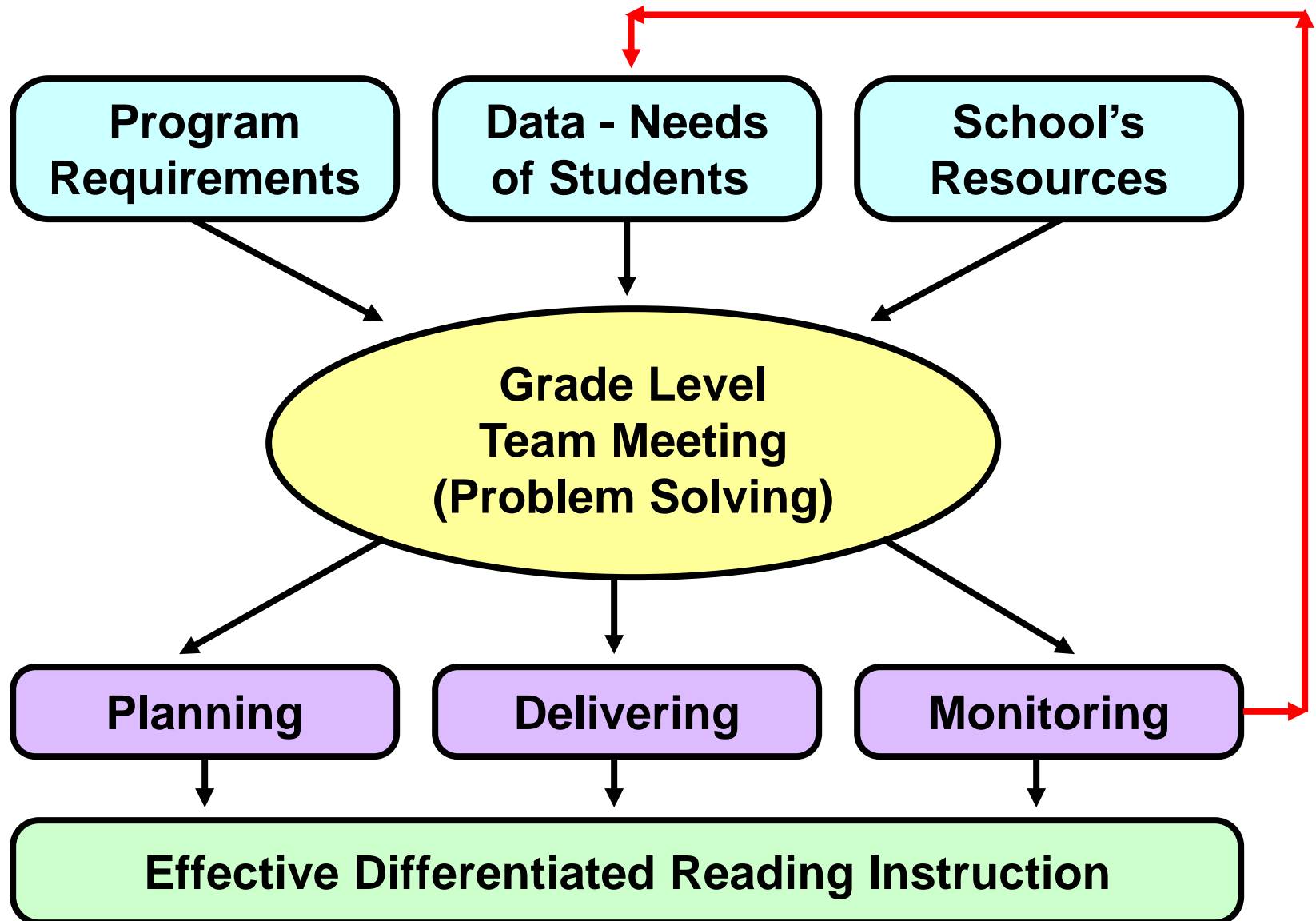
**“Differentiated instruction  
is a way of thinking,  
not a formula or recipe.”**

*Tomlinson and McTighe (2006), p.10.*

# The Process Of Planning For Differentiation



# GRADE LEVEL TEAM MEETING

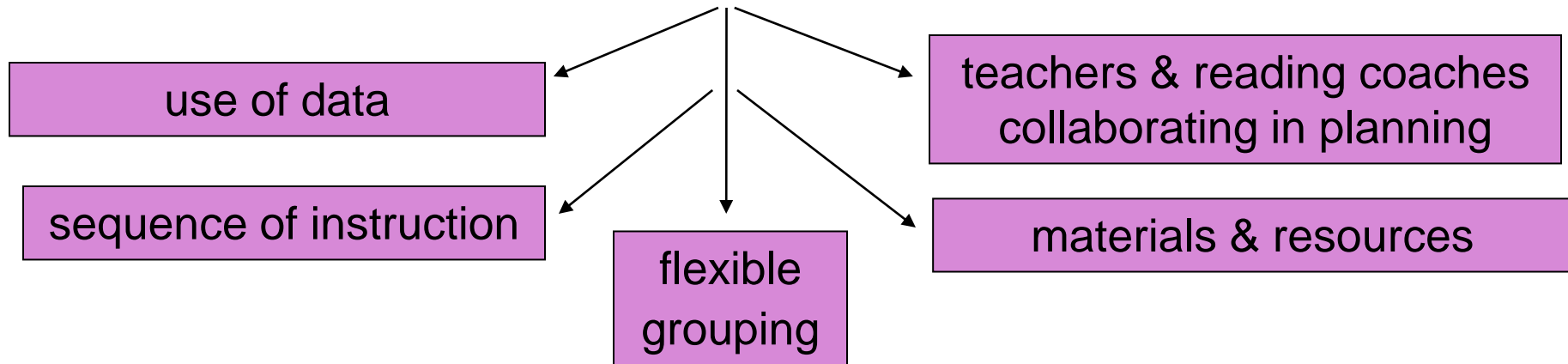


Using assessment data to  
determine the instructional  
needs of students,  
**differentiated instruction**  
is planned and delivered  
with ***precision.***

# Differentiation of Teacher-Directed Instruction:

is a teacher's response to learners' needs

↓  
guided by general principles of differentiation, such as



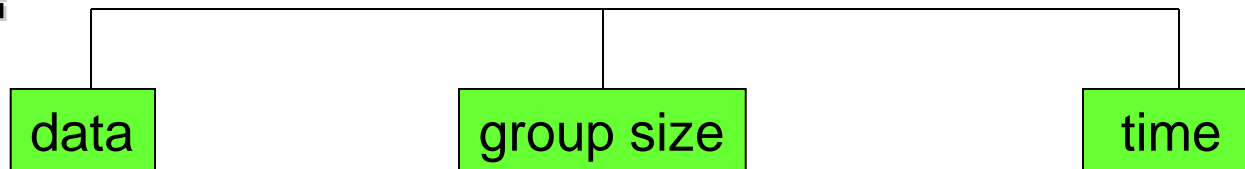
Teachers can differentiate instruction by:



**What ?**

according  
to

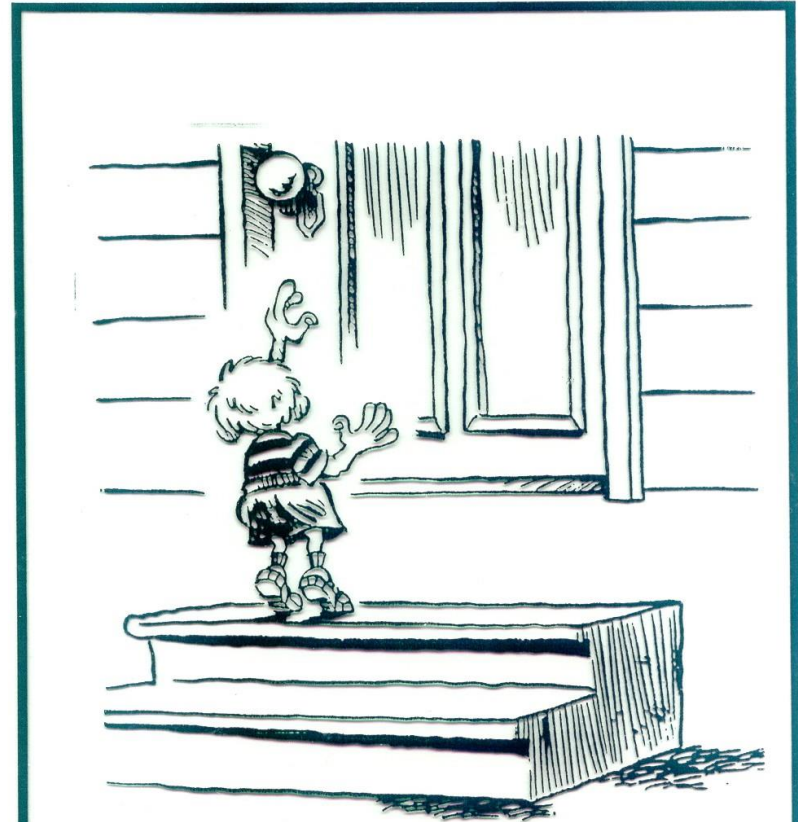
**How ?**



*Adapted from:  
Tomlinson & Allan  
(2000)*

# Why is Differentiated Instruction Important?

**A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.**



NOTE: Illustration from "Readiness 2000: Rethinking Rhetoric and Responsibility" by S. L. Kagan, 1990, *Phi Delta Kappan*, 72.

# Our Students . . .

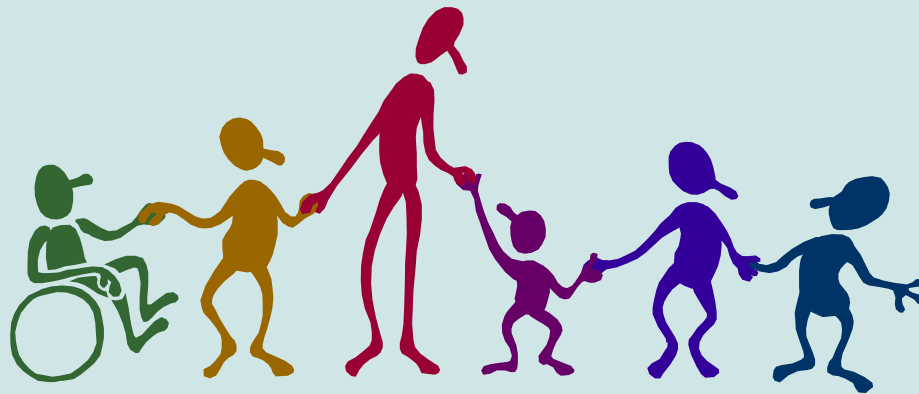
- Excel
- Struggle
- Come from various cultural backgrounds
- Speak English
- Speak another language
- Come from various socio-economic backgrounds
- Are male
- Are female
- Are confident
- Are shy

ERRFTAC (2006)





# One Size does NOT Fit ALL!



# Who should receive differentiated instruction?



**ALL students**

Differentiated instruction benefits ALL students in the classroom and is vital for the struggling readers.

Differentiating reading instruction enables teachers to plan strategically so that they can meet the needs of both weaker and stronger students.

*Tyner (2004)*

# Reading and the Brain

- Recent brain research has provided a greater understanding of why some children have difficulty learning to read.
- This video clip from *Reading Rockets* discusses new medical procedures to help us understand how the brains of struggling readers differ from those of good readers.
- Through explicit and systematic teaching, teachers can actually help “rewire” the brains of struggling readers and help them overcome reading problems.

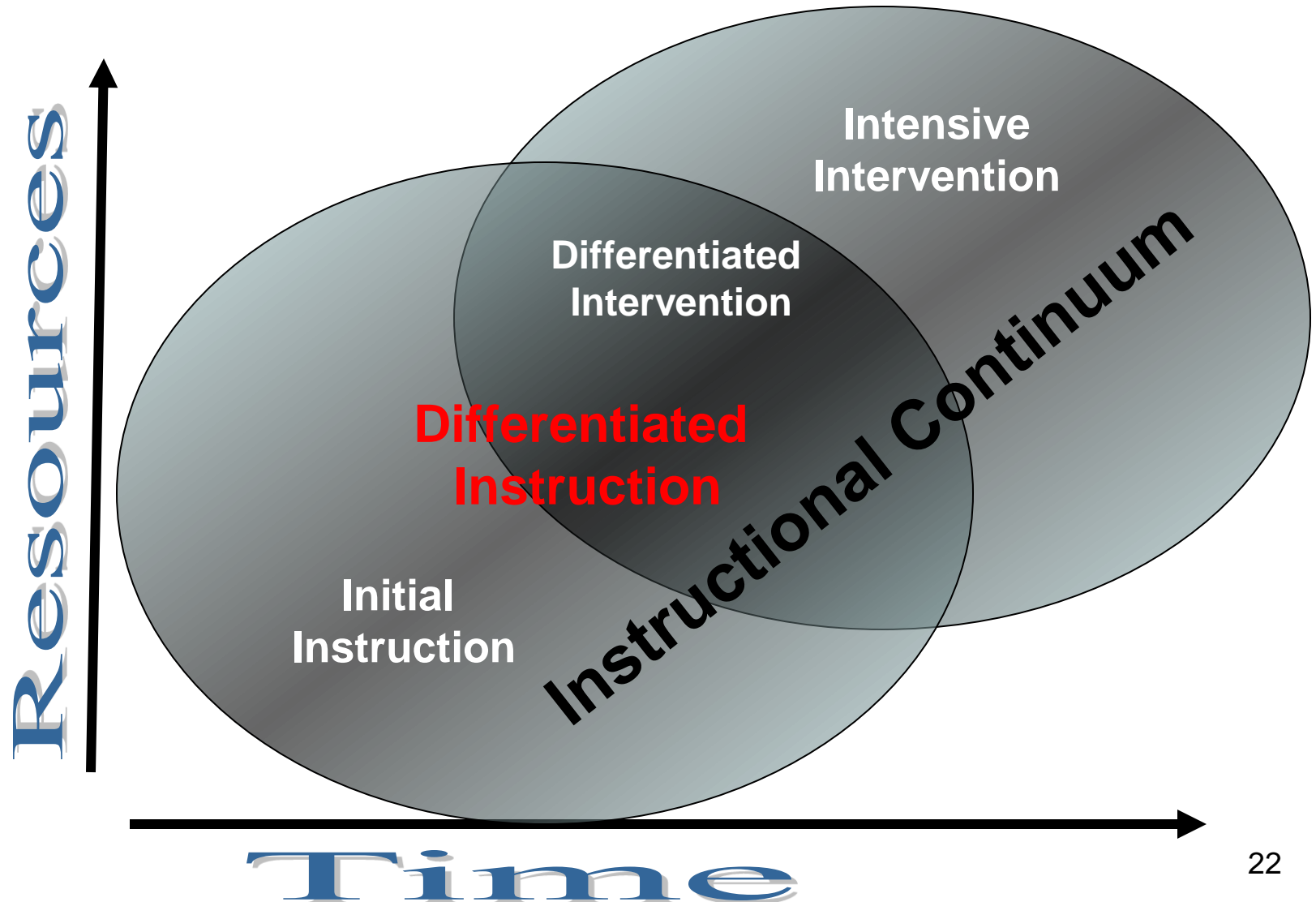




# Rewiring the Brain

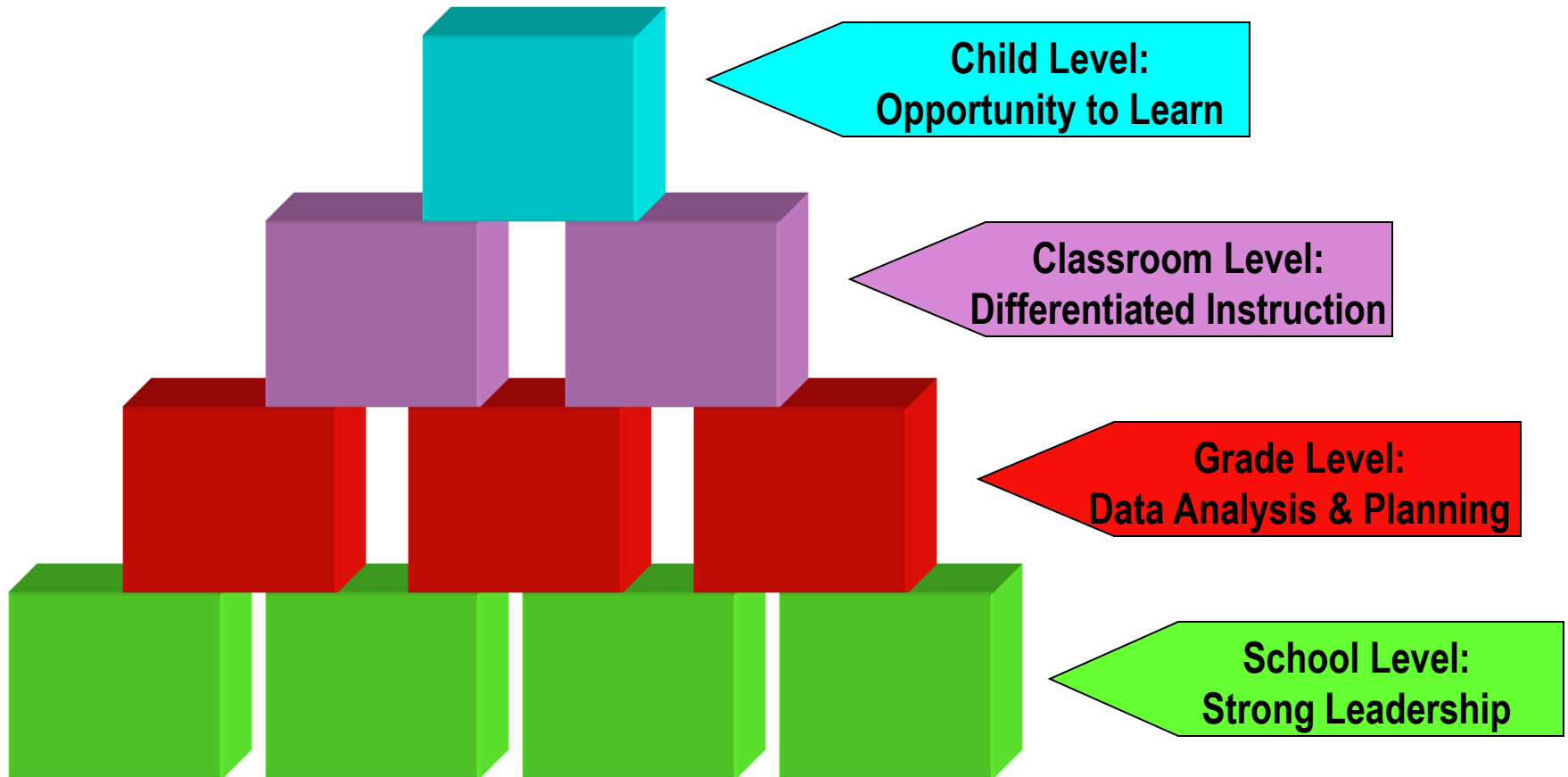


# Providing Learning Opportunities for ALL Children :



# Differentiated Instruction:

Providing Appropriate Learning Opportunities for EVERY CHILD



*(ERRFTAC, 2006)*

# **Differentiated Instruction:**

**Providing Appropriate Learning Opportunities for EVERY CHILD**



- 1. Shared school wide vision and commitment**
- 2. Build a dynamic learning community that embraces learning and change.**
- 3. Foster respect for learning commonalities and differences**
- 4. Maintain high standards for quality reading instruction.**





# **Supportive Leadership**

**Strong and informed instructional leaders maintain focus and establish mechanisms to support reading progress.**

- The principal ensures that a coherent school wide plan for high quality reading instruction is in place.**
- The principal organizes resources and personnel to support reading instruction.**
- The principal observes classroom reading instruction and provides specific feedback to teachers.**
- The principal maintains effective communication procedures to provide coordination of the reading plan to a well-informed teaching staff.**

# VARIABLES THAT EFFECT PLANNING FOR DIFFERENTIATED INSTRUCTION

## 1. NEEDS OF STUDENTS

- What percent of students are in each group?

- at or above grade level

- somewhat below grade level

- significantly below grade level

- What percent of students within each group are making adequate progress?

# **VARIABLES THAT EFFECT PLANNING FOR DIFFERENTIATED INSTRUCTION**

## **2. PROFILE OF EACH SCHOOL**

- **How many classrooms are there per grade?**
- **What organization of instruction is being used by the district/school?**
- **Which teachers and paraprofessionals are available during reading instruction?**
- **How much instructional time is available?**

# VARIABLES THAT EFFECT PLANNING FOR DIFFERENTIATED INSTRUCTION

## 3. INSTRUCTIONAL LEARNING SYSTEMS

- Who will get which instructional programs?
- What does it mean to teach the core program with fidelity?
- What does it take in terms of time and materials to teach with fidelity?
- How will we fit supplemental instruction into the day for those who need it?
- What about students who are significantly below grade level?

# **Differentiated Instruction:**

**Providing Appropriate Learning Opportunities for  
EVERY CHILD**



- 1. Review and discuss student data.**
- 2. Reflect and discuss student reading problems.**
- 3. Problem solve at the system and student level.**
- 4. Review and discuss instructional strategies and program implementation.**

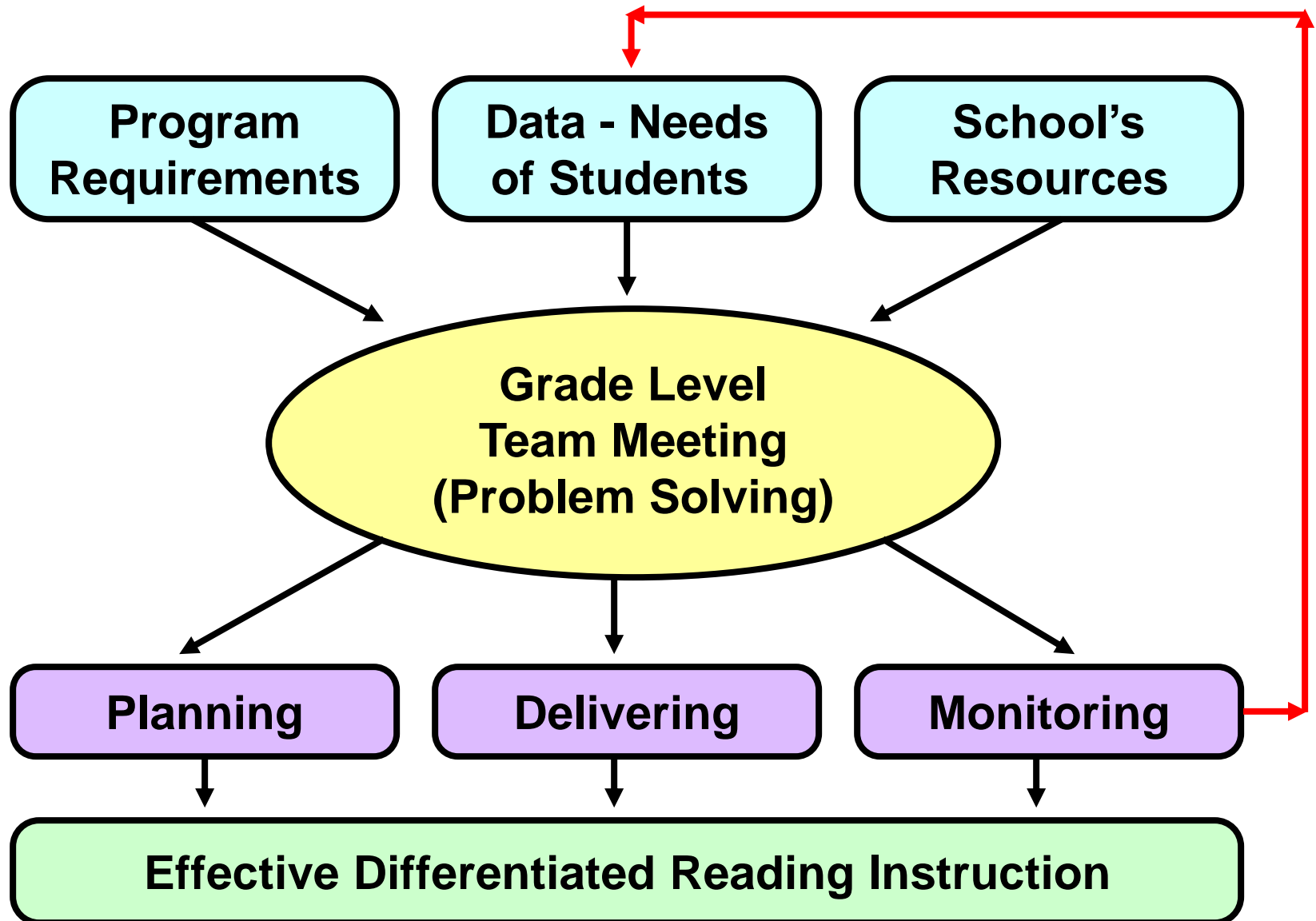


# **Grade Level Team Support**

**Knowledgeable and dedicated teachers focus on the individual learning needs of children. They problem solve as a cohesive team to resolve student learning obstacles.**

- Teachers share their knowledge with colleagues as they strive to understand the complexities of teaching young children to read.**
- Teachers continue to learn new instructional strategies, assessment practices, and reading methodologies.**
- Teachers meet regularly with their colleagues to problem solve students' reading difficulties.**
- Teachers focus on the reading achievement of every student.**

# GRADE LEVEL TEAM MEETING





## ACTIVITY 2

1. Form a small group.
2. Discuss the value and process of Grade Level Team Meetings.
3. Brainstorm effective implementation of Grade Level Meetings.
4. Add additional ideas for topics of discussion at Grade Level Meetings to Activity 2 Handout.
5. Be prepared to *Share Out*.



# **Differentiated Instruction:**

## **Providing Appropriate Learning Opportunities for EVERY CHILD**



**Classroom Level:  
Differentiated Instruction**

1. Use valid and reliable assessment results to group children for targeted instruction based on a sequence of instruction.
2. Use on-going classroom based assessment and regroup students when needed based on individual learning needs.
3. Plan and implement explicit and systematic reading instruction using whole group, small group, student pairs, and individual instruction.
4. Provide intervention and adaptations for struggling readers.



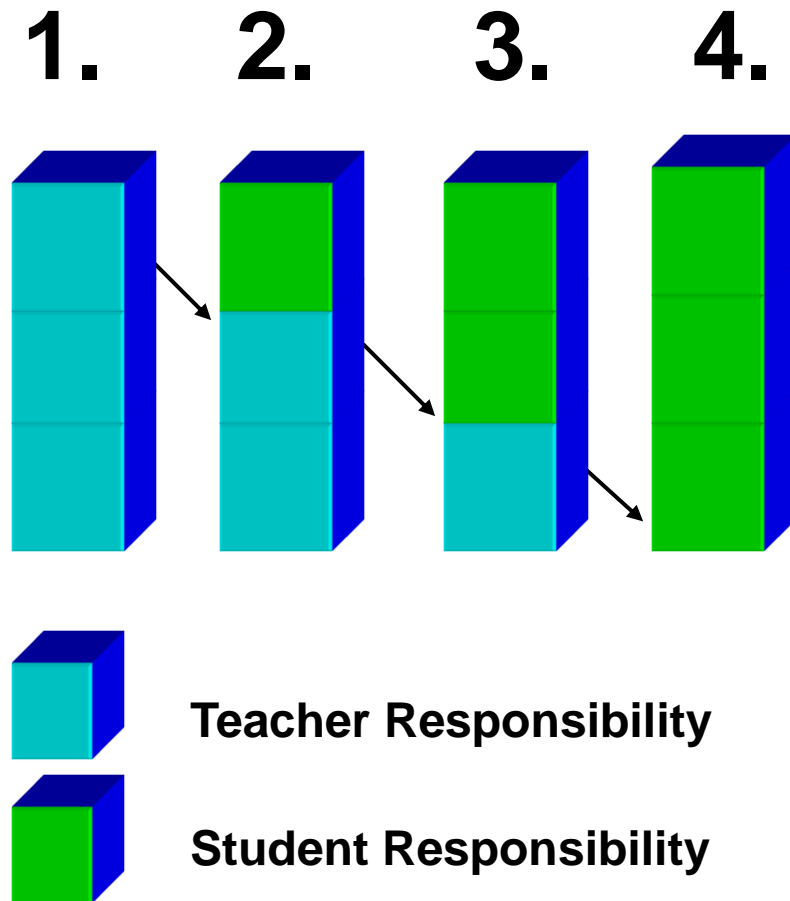
# Teacher Scaffolding

**Teachers create and maintain a classroom environment where all children have the opportunity to learn. They scaffold learning to read using explicit and systematic instruction. Teachers gradually release the responsibility for learning from the teacher to the individual child.**

- Teachers create a literature rich, child-centered learning environment that scaffolds reading achievement for all children.
- Teachers use effective classroom management procedures.
- Teachers acknowledge and respond effectively to diverse learning needs.

# Scaffolding Learning

## Gradual Release of Responsibility Model



This graphic is based on work by Pearson and Gallagher (1983). In a later study, Fielding and Pearson (1994) identified four components of instruction that follow the path of the gradual release of responsibility model:

- 1. Teacher Modeling**
- 2. Guided Practice**
- 3. Independent Practice**
- 4. Application.**

# **Differentiated Instruction:**

## **Providing Appropriate Learning Opportunities for EVERY CHILD**



**Child-Level:  
Opportunity to Learn**

- 1. A scientifically-based reading research sequence of instruction is in place.**
- 2. All children are taught essential grade level concepts, skills, and strategies.**
- 3. Differentiated small group instruction targets children's learning needs.**
- 4. Reading centers and anchor activities provide appropriate independent practice and application of reading concepts, skills and strategies.**



# **Opportunity to Learn**

**All children are given the opportunity to learn how to read.**

- **Children are explicitly taught classroom procedures and routines so they are better able to self-regulate their behavior.**
- **An effective assessment system provides valid and reliable information on students' learning strengths and needs.**
- **Children are actively engaged in the learning process.**
- **Teachers provide differentiated instruction that targets students' learning needs.**
- **Struggling readers receive intervention to accelerate their learning.**



# How Do I Determine Student Learning Needs?



# **Determining Student Learning Needs**

## **Questions to Consider:**

- 1. How do I determine what students should know?**
- 2. What assessments should I use to determine student learning needs?**
- 3. How do I know if students are making adequate progress?**
- 4. How do I use assessment information to differentiate instruction?**



# How do I determine what students should know?

- State Academic Standards for Reading
- District Curriculum
- Content based upon the learning system adopted by your RF implementation
- Scientifically-Based Reading Research



# What assessments should I use to determine student learning needs?

1. Screening Assessments
2. Diagnostic Assessments  
(struggling readers)
3. Progress Monitoring/Classroom-based Assessments
4. Outcome Assessments  
(previous school year)



# Screening Assessment

- What is screening assessment?
- How do you use your screening data?
- Why is screening important to differentiated instruction?



# **Handout: Phonics Survey**

- 1. Review the Phonics Survey.**
- 2. Discuss the following questions with your colleagues:**
  - What is the purpose of this survey?
  - What information will the data provide?
  - How will the teacher be able to use this information for instructional decisions?

# Diagnostic Assessment

- What is diagnostic assessment?
- When do you use diagnostic assessments?
- Why is diagnostic assessment important to differentiated instruction?

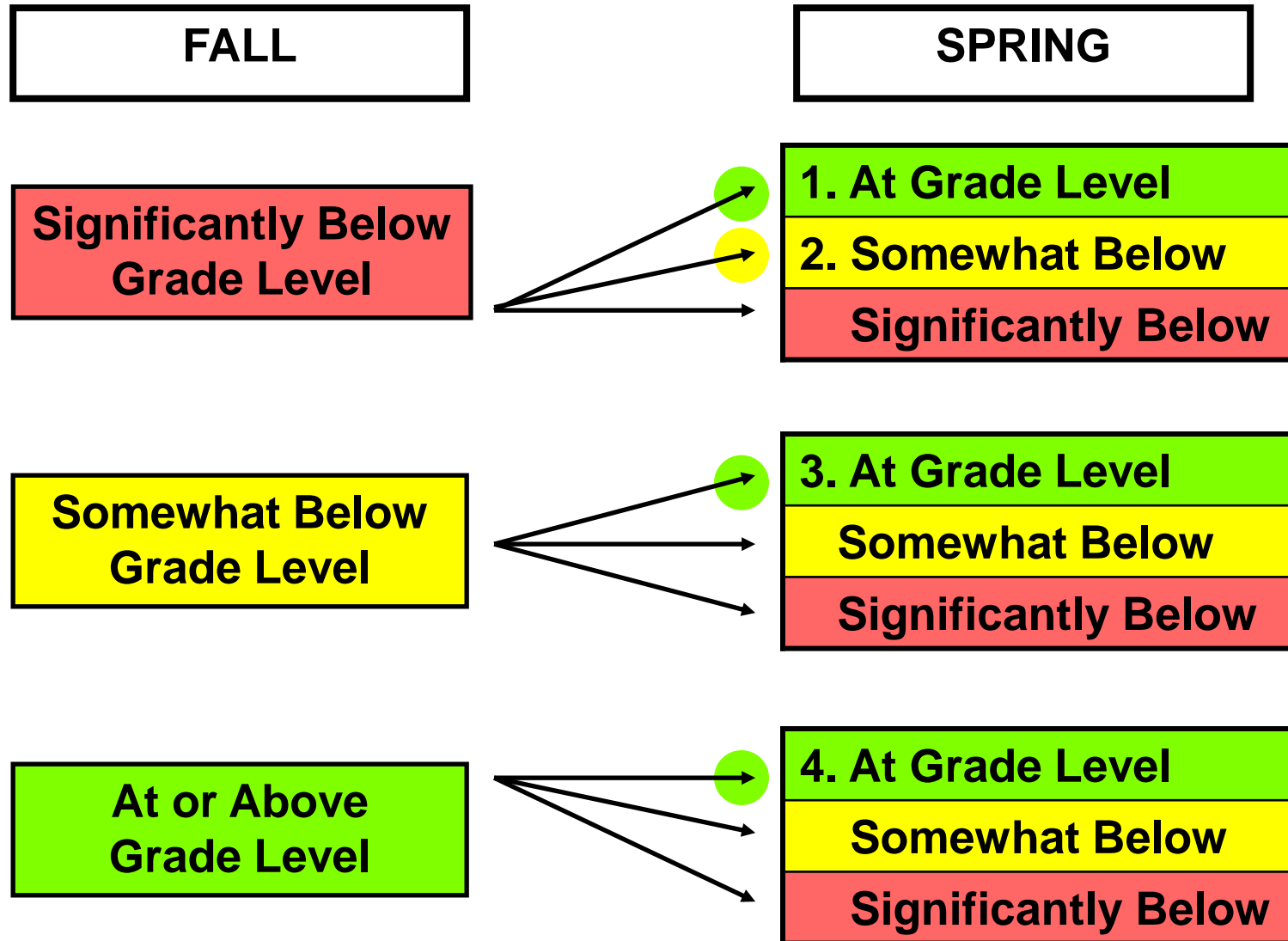
# Progress Monitoring

- What is progress monitoring?
- When do you progress monitor?
- Why is progress monitoring important to differentiated instruction?

# Outcome Assessment

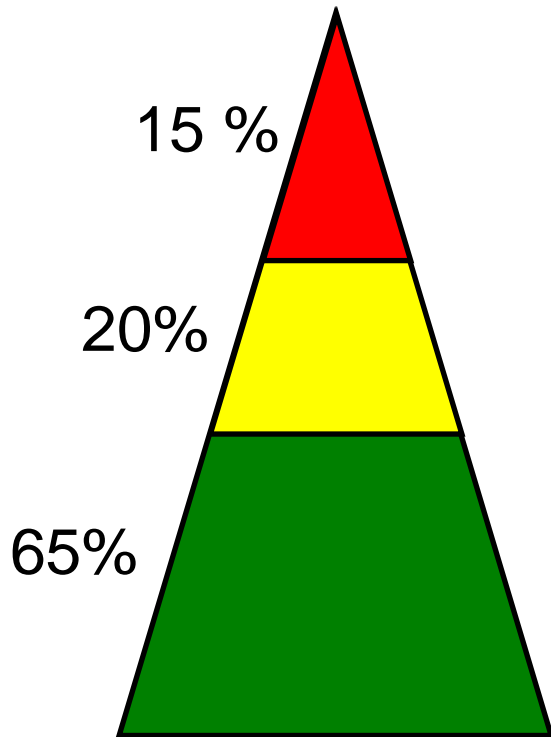
- What is outcome assessment?
- How do you use outcome data?
- Why is outcome assessment important to differentiated instruction?

# FOUR WAYS TO DEFINE ADEQUATE PROGRESS

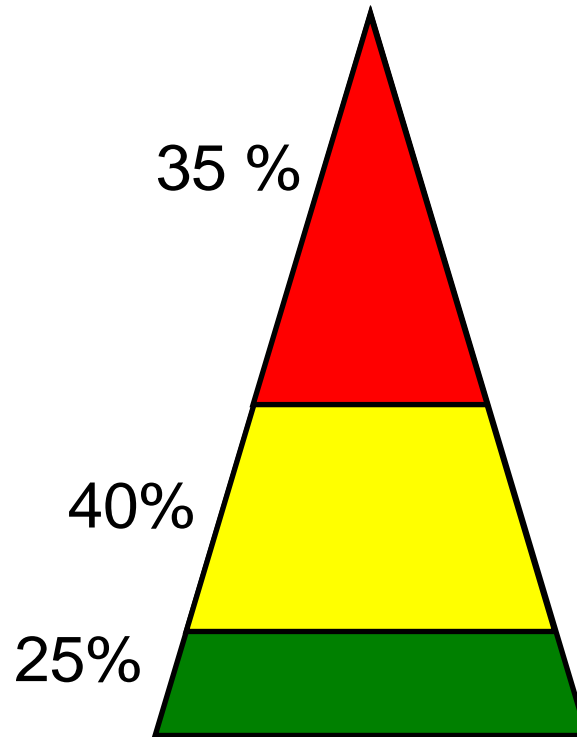


# GRADE LEVEL PROFILES: DIFFERING INSTRUCTIONAL NEEDS

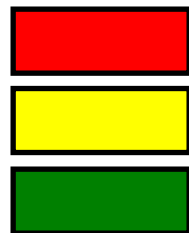
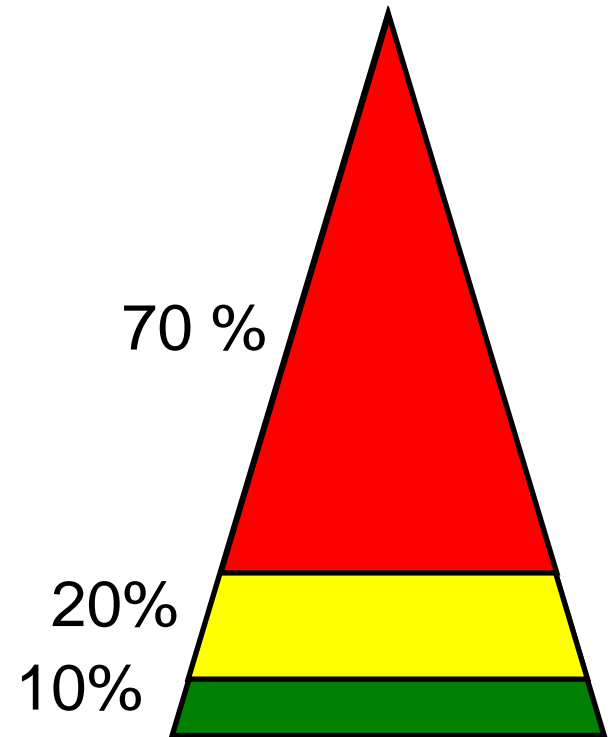
*Adams Elementary  
Grade 3 - Fall*



*Washington Elementary  
Grade 3 - Fall*



*Jefferson Elementary  
Grade 3 - Fall*



Significantly Below Grade Level

Somewhat Below Grade Level

At Grade Level





# ACTIVITY 3: Your Data

## Directions:

1. Using the worksheet for Activity 3 and your data, record the number of students at each level of reading proficiency per grade level.
2. Determine how your data compares to the previous profiles.
3. Discuss with your small group how the grade level profiles impact classroom instruction and school level decisions.

**FALL ASSESSMENT DATA**

**Number or % Significantly Below  
Grade Level**

**Number or % Somewhat Below  
Grade Level**

**Number or % At or Above  
Grade Level**

# Reading and the Brain

- Recent brain research has provided a greater understanding of why some children have difficulty learning to read.
- This video clip from *Reading Rockets* discusses the importance of identifying deficits in specific reading skills. Teaching skills explicitly and systematically enable teachers to help children overcome reading difficulties.





# Teaching Reading Skills Explicitly and Systematically





# **How Do I Implement and Manage Differentiated Instruction?**

# The ABC's of Implementing Differentiated Instruction



**A = Arrange** the classroom for large and small group learning

**B = Be Prepared**

- Analyze Assessment
- Form Flexible Groups
- Plan Targeted Instruction
- Organize Materials
- Reflect on Instructional Effectiveness

**C = Child-Focused Instruction**



# The ABC's of Managing Differentiated Instruction



**A = Arrange the classroom for large and small group learning**

**Provide space for:**

- Reading Centers**
- Listening Centers**
- Computers**
- Classroom Library**
- Leveled Book Bins**

# Classroom Environment Checklist

- ☐ Classroom is arranged to enable active engagement by all students.
- ☐ Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and independent student centers.
- ☐ Daily Class Schedule is posted which includes a minimum of 90 minutes for reading instruction plus an additional block of time for intensive intervention.
- ☐ Program components are evident and in use indicating a print rich environment (e.g., big books, decodable books, vocabulary words, letter-sound cards, etc.).
- ☐ Displays, including student work and curriculum materials (e.g., word banks, posters, vocabulary lists), reflect the current reading topic or theme.

# The ABC's of Implementing Differentiated Instruction



## **B = Be Prepared**

- Analyze Assessment
- Determine Instructional Grouping
- Plan Targeted Instruction
- Organize Materials
- Reflect on Instructional Effectiveness





# **Grouping**

## **Questions to Consider:**

- 1. When do I use whole group instruction?**
- 2. How do I form small groups for differentiated instruction?**
- 3. How do I provide flexibility in instructional grouping?**

# Grouping for Effective Instruction

## **Whole Group:**

- initial instruction of grade level concepts, skills, and strategies

## **Small Differentiated Groups:**

- Instruction of previous grade level concepts, skills, and strategies
- Re-teaching of grade level concepts, skills, and strategies
- Application and guided practice of skills and strategies

# Key Considerations when Planning Targeted Differentiated Instruction



**Content:** *lesson objectives*



**Processes:** *instructional methods*



**Resources:** *instructional materials*

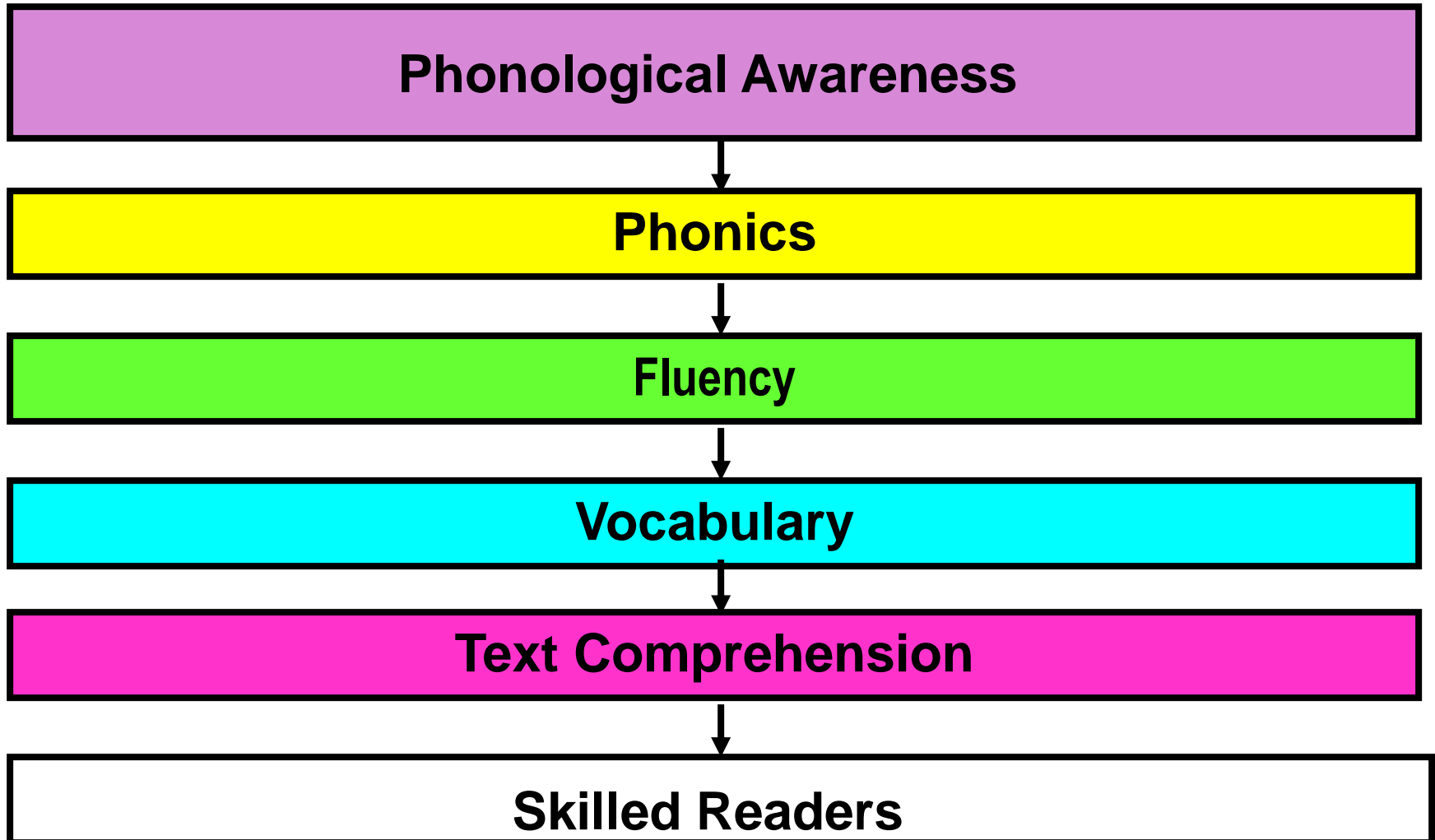


**Time:** *reading block schedule*



**Grouping:** *student membership*

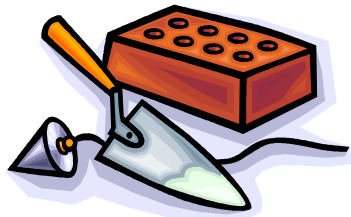
# What Skills Need to Drive Instruction For Each Group of Students?



# **10 - 45 MINUTES OF DAILY TARGETED INSTRUCTION BASED ON SKILL ASSESSMENT**

- **Instruction to fill in gaps in knowledge**
- **Instructional needs small groups**
- **The time needed for this instruction is based on individual student need as indicated by the data.**

**Example** - During this time students who have phonics gaps should receive a complete explicit decoding lesson at their level.



# Teach Targeted Small Group Instruction

- Develop lessons that build on what students know.
- Explicitly teach the next incremental step (systematic instruction)
- Check for understanding, re-teach when necessary.
- Follow a *Gradual Release of Responsibility Model*:

I Do – We Do – You Do

# Delivery: How We Teach

1. Teachers **demonstrate explicit steps and strategies** to students explaining what the strategy is and what is its purpose.
2. Teachers **model multiple examples** of how to apply the strategy using a “thinking aloud” procedure while interacting with actual text.
3. Teachers provide students with **extensive opportunities to practice** strategies and offer high-quality feedback.
4. Teachers **structure ample review and opportunities for learning** how and when to use strategies, within the context of reading actual text.

# **Organizing Instruction: Independent Practice**

## **Student Center Activities:**

- Oral reading of instructional level text
- Independent practice of skills and strategies taught during small group instruction

## **Anchor Activities:**

- Application of reading skills and strategies
- Independent reading of leveled text



# **Implement Differentiated Student Center Activities for Independent Practice**

- Explicitly teach routines and procedures for Student Reading Centers.
- Select Student Center Activities that provide independent practice for skills and strategies taught and practiced in small instructional groups.
- Use a system, such as color-coding, to help students identify the activities targeted for their learning needs.

# **Differentiated Lesson Planning**

- Long Range Planning
- Weekly Lesson Planning
- Lesson Plan versus Planning Lessons

# Long Range Planning

- Begin with the “end in mind.”
- Carefully read and study the Teachers’ Manuals of the selected Systematic Learning System.
- Discuss pacing concerns with your colleagues at Grade Level Meetings.
- Review process and make adjustments, if needed, throughout the school year.

# **Weekly Lesson Planning**

Curriculum tell us *what* to teach:

Differentiation tells us *how*.

Target instruction to meet the learning  
needs of your students.

# **Lesson Planning for Students at a Strategic or Intensive Level of Instruction:**

## **Instructional objectives**

- grade-level objectives
- cumulative review objectives
- preteaching objectives
- reteaching objectives

# **Lesson Planning for Students at a Strategic or Intensive Level of Instruction:**

## **Instructional methods**

- expansion of instructional routines to provide more scaffolding
- multisensory articulation
- multisensory practice

# **Lesson Planning for Students at a Strategic or Intensive Level of Instruction:**

## **Instructional resources**

- core materials
- supplementary materials to target instruction
- variety of manipulatives
- intervention programs (short-term)

# The ABC's of Managing Differentiated Instruction



## **C = Child-Focused Instruction**

- Review data at the student level.
- Understand the learning strengths and needs of each child.
- Use flexible grouping to target instruction.

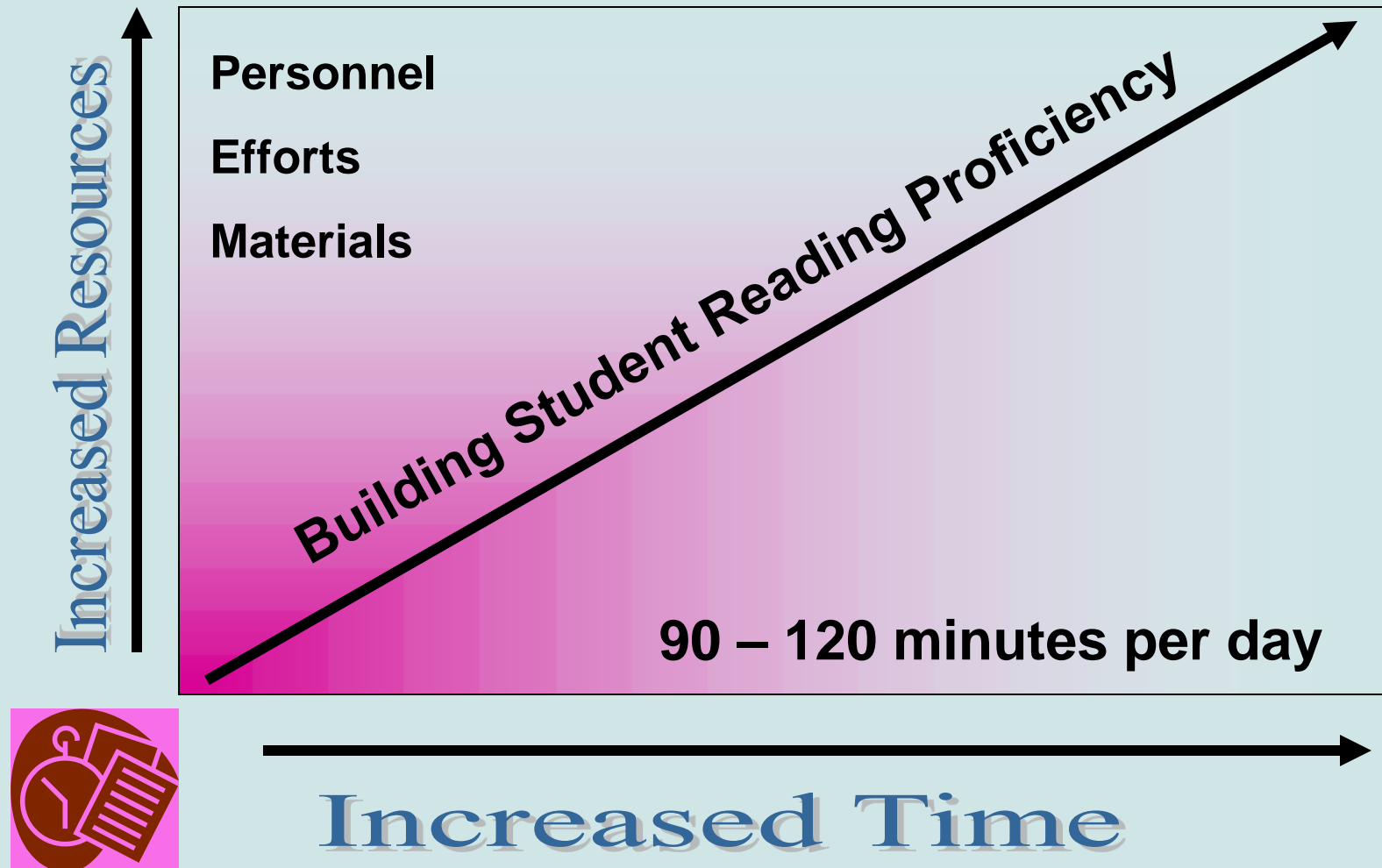


# Quality Initial Reading Instruction

- Teach the essentials
- Explicit instruction
- Systematic instruction
- Differentiated instruction
- Key role of assessment
- Instructional adaptations
- **No excuses**

# Instructional Density

## *The Reading Block*



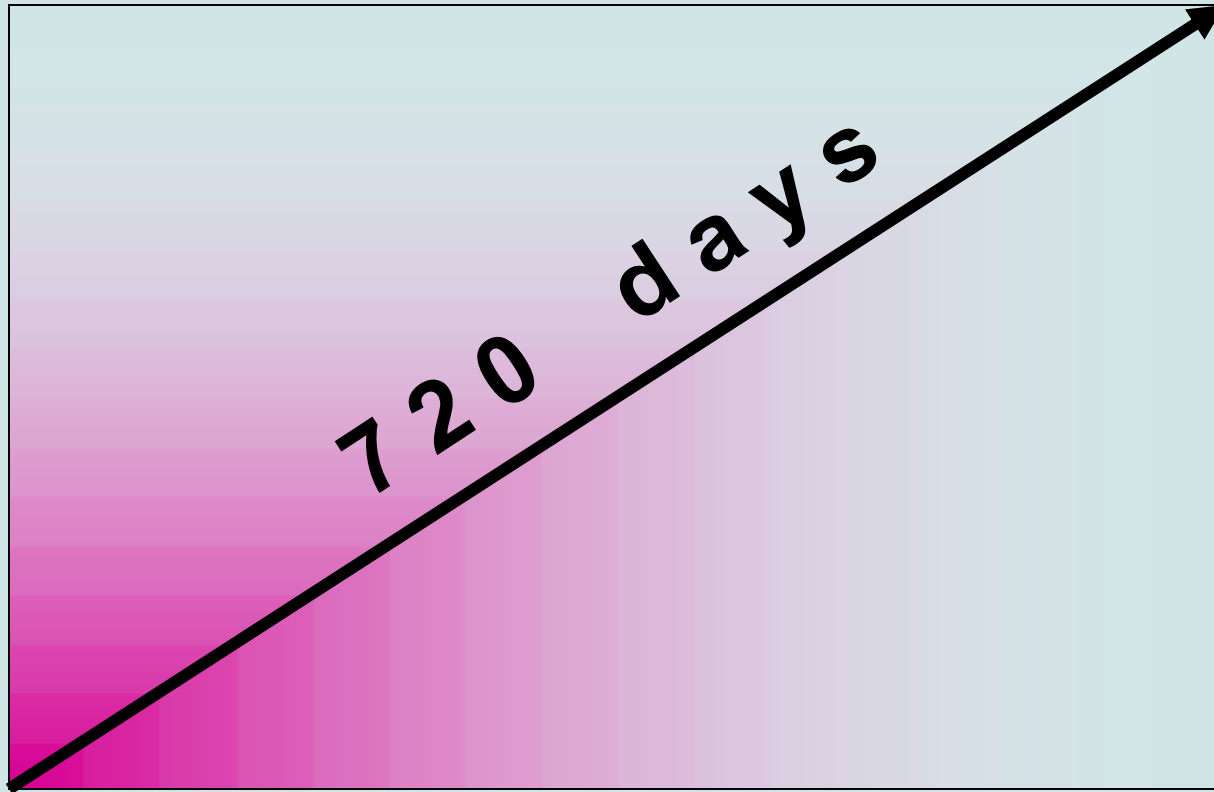
# Cumulative Effects

Grades K-3



Student  
Reading  
Proficiency

Resources



720 days

Time



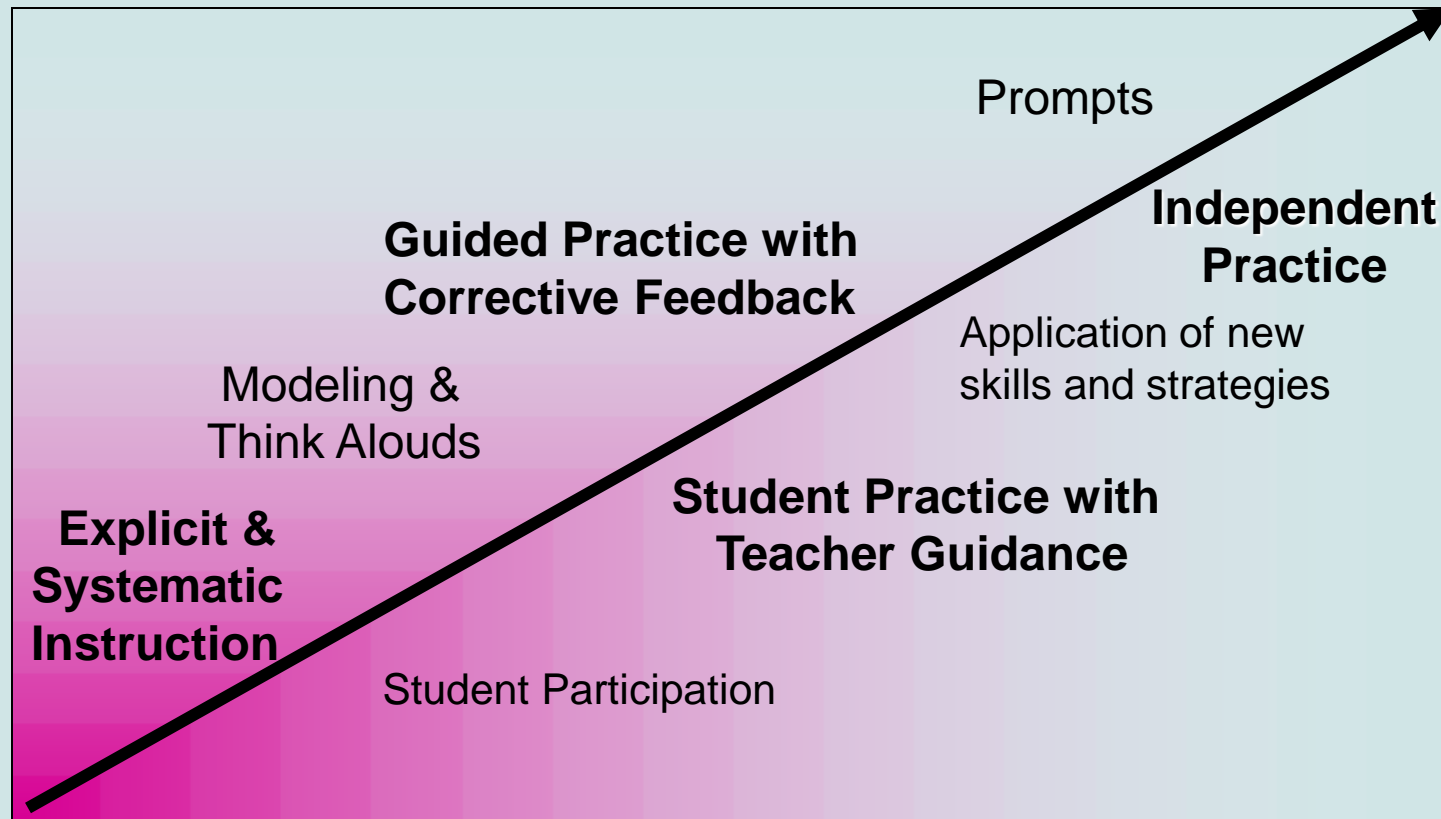
Instruction

# Scaffolding:

## *Gradual Release of Responsibility*

**Concept Knowledge, Skills & Strategies**

**Student Mastery**



**Teacher Responsibility**

# An Example of a Reading Block with Differentiated Instruction

Instructional Continuum	Range of Time	Class Configuration						Teacher-Led Activities
Initial Instruction	TOTAL TIME: 10-20 min.	Initial Instruction Whole Group						Grade level concepts, skills, and strategies
Differentiated Instruction:  90 Minute Reading Block	TOTAL SMALL GROUP TIME:  Based on instructional needs of ALL students.	Differentiated Instruction: Small Group Instruction: Groups 1, 2, 3, & 4						Resources: Group Instructional Focus
			M	T	W	Th	F	
		Session 1						Group 1: INTENSIVE LEVEL students
		Session 2						Group 2: STRATEGIC LEVEL students
		Session 3						Group 3: GRADE LEVEL students
		Session 4						Group 4: ADVANCED LEVEL students
Differentiated Intervention	20-30 minutes	Differentiated Intervention: 3 – 5 students “Double Dosing” struggling readers						Resources: Core or Supplemental Programs
Intensive Intervention	20-30 minutes	Intensive Intervention: 1-3 students (Reading Specialist or Special Education Teacher)						Resources: Supplemental Programs



# **What Do I Teach During Small Group Instruction and Intervention?**

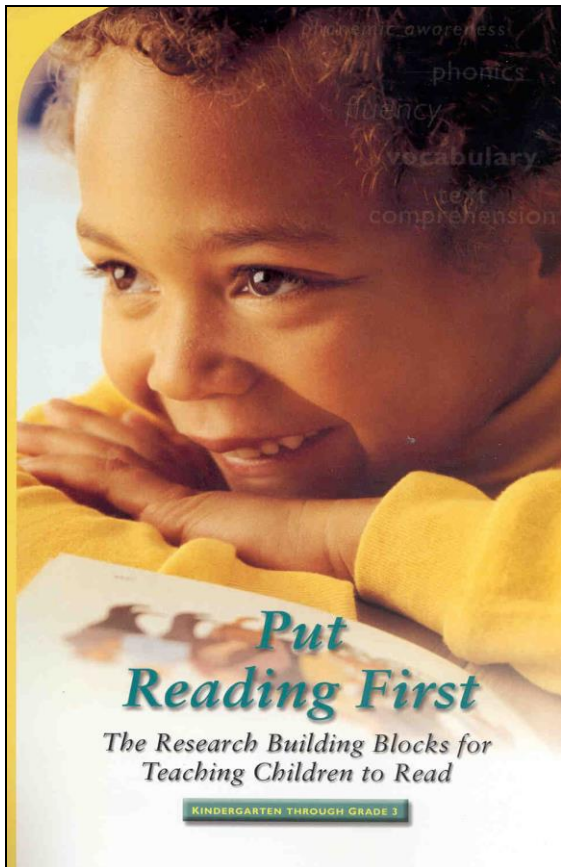


# What Do I Teach During Small Group Instruction?

## Questions to Consider:

1. What do I teach?
2. How do I teach?
3. How does the lesson format change based on student reading proficiency?
  - Students at an advanced level of instruction
  - Students at a benchmark level of instruction
  - Students at a strategic level of instruction
  - Students at an intensive level of instruction
4. How do I extend learning for struggling readers?

# What is the Instructional Focus for Differentiated Small Group Instruction?



## The “Fab 5”

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension



# **Phonemic Awareness Skills include:**

- 1. Onset-rime blending and segmenting**
- 2. Phoneme level blending and segmenting**
- 3. Phoneme level deletion and substitution**

## ***Phonemic Awareness Lesson Segment: Different Objectives & Methods-Same Resources***

	<i>On-Level</i>	<i>Below-Level</i>	<i>Intense Needs</i>
<b>Objectives</b>	•Phoneme segmentation- multi-syllabic words	•Phoneme segmentation- closed two syllable words	•Phoneme segmentation- CVC, CCVC, CVCe words
<b>Resources</b>	• Plastic chips • Elkonin box	• Plastic chips • Elkonin box	• Plastic chips • Elkonin box with pictures
<b>Methods</b>	•Teacher modeling •Partner practice •Independent practice	•Teacher modeling •Teacher guided practice •Finger tapping •Independent practice	•Teacher modeling •Teacher guided practice •Finger tapping •Discussing mouth & tongue formation
<b>Group Members</b>	•7 or more students	•5-7 students	•3-5 students

# **Alphabetic Principle Skills include:**

- 1. Letter-sound correspondence**
- 2. Regular and irregular word reading**
- 3. Advanced word analysis skills**
- 4. Reading in texts**

# ***Phonics Lesson Segment: Different Objectives & Methods-Same Resources***

	<i>On-Level</i>	<i>Below-Level</i>	<i>Intense Needs</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• r-controlled vowel (ar)</li> </ul>	<ul style="list-style-type: none"> <li>• r-controlled vowel (ar)</li> <li>• review 5 syllable patterns</li> </ul>	<ul style="list-style-type: none"> <li>• r-controlled vowel (ar)</li> <li>• review 4 syllable patterns</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Word pattern board</li> <li>• Word cards</li> <li>• Decodable book</li> </ul>	<ul style="list-style-type: none"> <li>• Word pattern board</li> <li>• Word cards</li> <li>• Magnetic letters</li> <li>• Word sort cards</li> <li>• Decodable book</li> </ul>	<ul style="list-style-type: none"> <li>• Word pattern board</li> <li>• Word cards</li> <li>• Magnetic letters</li> <li>• Mirrors</li> <li>• Word sort cards</li> <li>• “Sand box”</li> <li>• Decodable book</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Spell word pattern</li> <li>• Write words with word pattern</li> <li>• Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach with manipulatives</li> <li>• Spell word pattern</li> <li>• Write words with word pattern</li> <li>• Game format review</li> <li>• Partner reading</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach with manipulatives</li> <li>• Multi-sensory articulation</li> <li>• Spell word pattern</li> <li>• Write words with word pattern</li> <li>• Game format review</li> <li>• Teacher-supported reading</li> </ul>
<b>Group Members</b>	•7 or more students	•5-7 students	•3-5 students

# **Vocabulary Instruction includes:**

- 1. Intensive study of *some* words involving multiple exposures in a range of meaningful contexts**
- 2. Direct teaching and modeling**
- 3. Opportunities to use new vocabulary in discussions about books and related activities**

## ***Vocabulary Lesson Segment: Different Objective-Same Resources***

	<i>On-Level</i>	<i>Below-Level</i>	<i>Intense Needs</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identifying meaning of suffixes-y, -er,- est, -ful</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying meaning of suffixes-ed, -ing, -s, -es</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying meaning of suffixes-ed, -ing,</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Root and suffix cards</li> <li>• Transparencies</li> <li>• Basket</li> <li>• Paper and pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Root and suffix cards</li> <li>• Transparencies</li> <li>• Basket</li> <li>• Paper and pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Root and suffix cards</li> <li>• Transparencies</li> <li>• Basket</li> <li>• Paper and pencils</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Overhead Add-A-Part activity</li> <li>• Partner practice with teacher observation and feedback</li> <li>• Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead Add-A-Part activity</li> <li>• Teacher modeling and scaffolding</li> <li>• Partner practice with teacher observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Overhead Add-A-Part activity</li> <li>• Teacher modeling and scaffolding</li> <li>• Repeated practice with word cards</li> </ul>
<b>Group Members</b>	<ul style="list-style-type: none"> <li>• 7 or more students</li> </ul>	<ul style="list-style-type: none"> <li>• 5-7 students</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 students</li> </ul>

# **Fluency Skills include:**

- 1. Produces letter-sound correspondences**
- 2. Reads sight words automatically**
- 3. Reads connected text fluently**

## ***Fluency Lesson Segment: Same Objective-Different Resources***

	<i>On-Level</i>	<i>Below-Level</i>	<i>Intense Needs</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify high-frequency words</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• High-frequency words from core learning system</li> <li>• Connected text at appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• High-frequency words from core learning system</li> <li>• Phrase level fluency game</li> <li>• Phrase cards</li> </ul>	<ul style="list-style-type: none"> <li>• High-frequency words from intervention program</li> <li>• Word level fluency game</li> <li>• Word cards</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Preview high-frequency words</li> <li>• Preview topic/activate background knowledge</li> <li>• Partner reading</li> <li>• Review high-frequency words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Model and scaffold</li> <li>• Partner rereading</li> <li>• Independent rereading</li> </ul>	<ul style="list-style-type: none"> <li>• Model and scaffold</li> <li>• Partner rereading</li> <li>• Timed independent rereading</li> </ul>
<b>Group Members</b>	<ul style="list-style-type: none"> <li>• 8 or more students</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8 students</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 students</li> </ul>



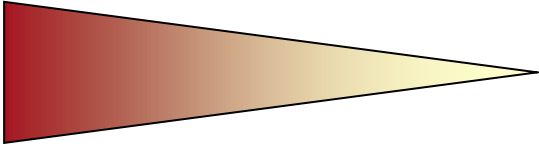
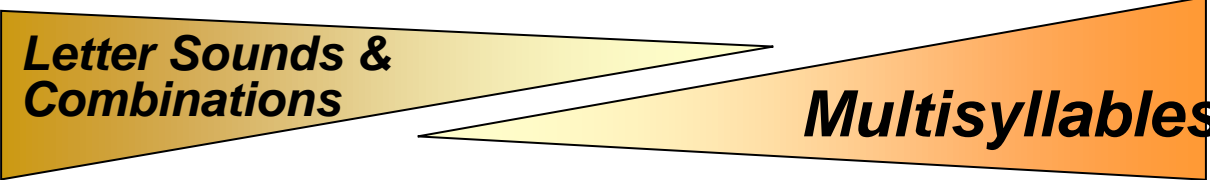
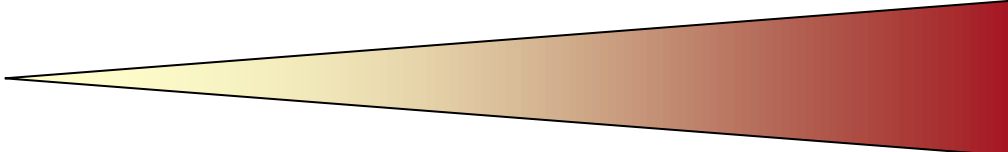
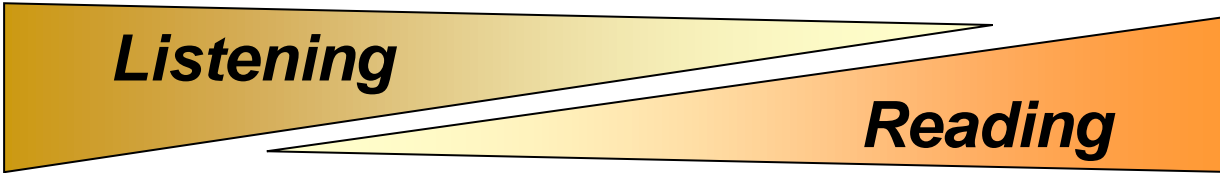
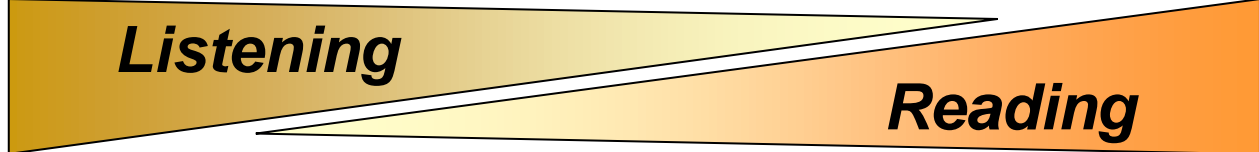
# **Comprehension Skills include:**

- 1. Accessing prior knowledge/ previewing/ predicting**
- 2. Identifying the main idea/ summarizing**
- 3. Using text structure/ using graphic organizers**
- 4. Answering and generating questions**

## ***Comprehension Lesson Segment: Same Objective-Different Resources***

	<i>On-Level</i>	<i>Below-Level</i>	<i>Intense Needs</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Signal word review</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Signal word review</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Core program text</li> <li>• Table</li> </ul>	<ul style="list-style-type: none"> <li>• Core program text</li> <li>• Picture and caption</li> <li>• Table</li> <li>• Review cards</li> </ul>	<ul style="list-style-type: none"> <li>• Core program text</li> <li>• Picture and caption</li> <li>• Table</li> <li>• Review cards</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>• Think-Aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal Teaching</li> <li>• Think-Aloud</li> <li>• Oral word sort review</li> </ul>	<ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Think Aloud</li> <li>• Oral word sort review</li> </ul>
<b>Group Members</b>	<ul style="list-style-type: none"> <li>• 8 or more students</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8 students</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 students</li> </ul>

# Changing Emphasis of Big Ideas

	K	1	2	3
<b>Phonological Awareness</b>				
<b>Alphabetic Principle</b>				
<b>Automaticity and Fluency with the Code</b>				
<b>Vocabulary</b>				
<b>Comprehension</b>				

# **Differentiated Instruction**

## **Guidelines for HOW to teach:**

- **Explicitly clarify key concepts and instructional focus to ensure all students gain powerful conceptual understanding**
- **Emphasize critical and creative thinking as a goal in lesson design. The tasks, activities, and procedures should require that students understand and apply meaning**
- **Engaging all learners is essential. Strive for lesson plans that are engaging and motivating for the diversity in the students**

**Even with high-quality,  
differentiated, core classroom  
reading instruction, there will be  
some students who require  
supplemental instruction of  
greater intensity.**



# How do I accelerate learning for struggling readers?

- **explicit instruction**
- **many opportunities to respond**
- **immediate corrective feedback**
- **systematic review**
- **brisk pacing**

# **K-1 Students Significantly Below Grade Level**

**Adequate progress:**

**Kindergarten students significantly below grade level should be brought to grade level within one year.**

**1st graders should be brought to grade level within a year or slightly more. We must provide appropriate time and instruction to accelerate learning.**

- 1. Intensive instruction in the grade level core or replacement core as needed.**
- 2. Instruction in groups of 3-5.**
- 3. Reteaching grade level skills when indicated by the data.**

**(continued on next slide)**

# **K-1 Students Significantly Below Grade Level**

- 4. Extra instruction may be up to 90 minutes.**
- 5. Extra instruction may include using the same materials introduced during the 90 minute block or new materials that are aligned to the core program.**
- 6. Explicit language instruction may be required for many students (outside reading block).**



## **2-3 Students Significantly Below Grade Level**

**Adequate progress:**

**2nd & 3rd graders significantly below grade level should be brought to grade level within two years.**

**We must provide appropriate time and instruction to accelerate learning.**

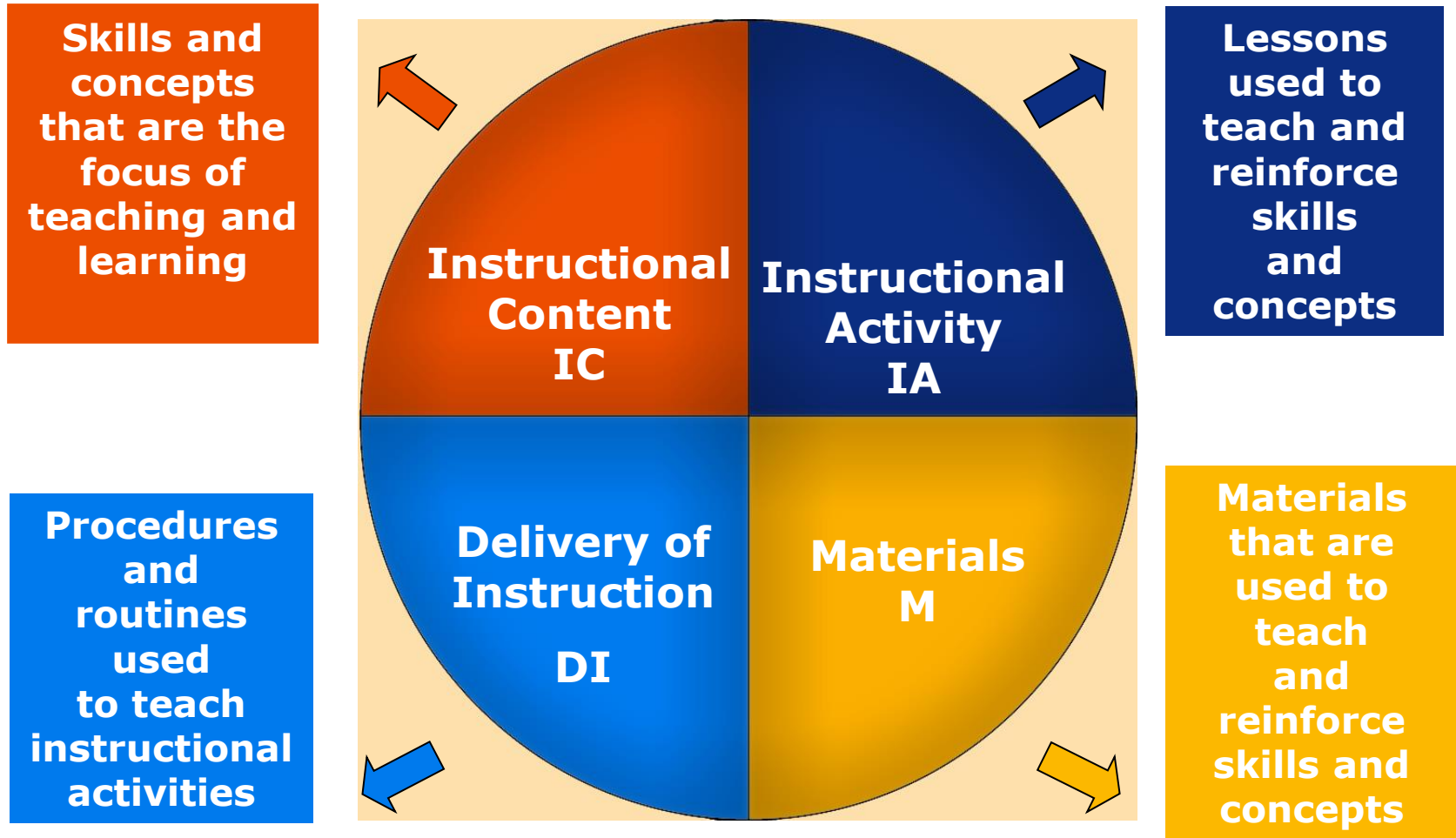
- 1. Intensive instruction in a replacement core with emphasis on phonemic awareness, phonics, and fluency.**
- 2. Oral comprehension and vocabulary instruction from the core or supplemental program.**
- 3. Group size varies depending on data**

**(continued on next slide)**

## **2-3 Students Significantly Below Grade Level**

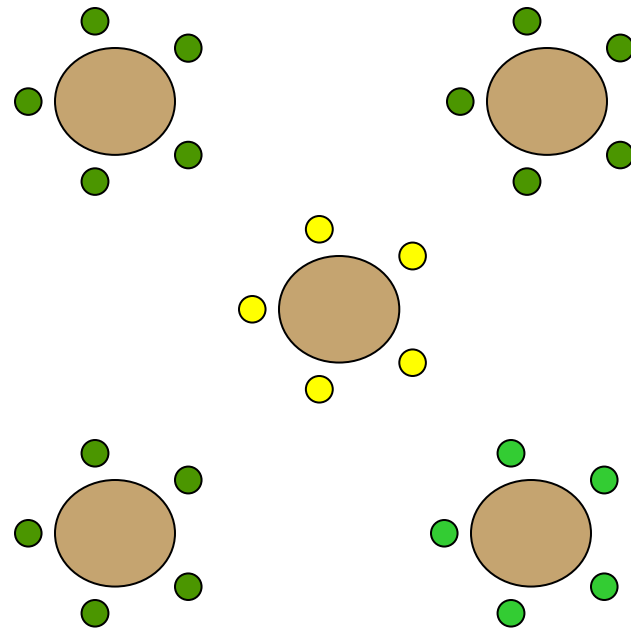
- 4. Reteach skills when indicated by the data.**
- 5. Extra instruction in the replacement core and/or aligned materials. May require as much as 90 additional minutes of instruction.**

# Adaptation Categories



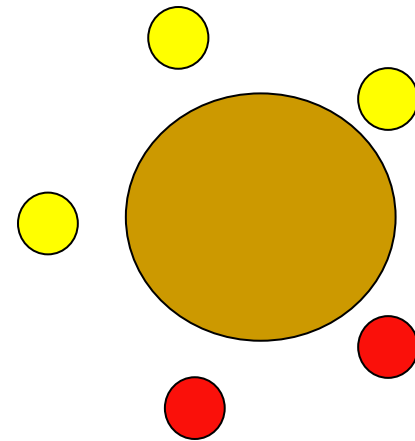
# Making Adaptations: An Example

After a whole class phonemic awareness lesson Mr. Yeng concluded that 20 students benefited from the instruction, but five were having difficulty



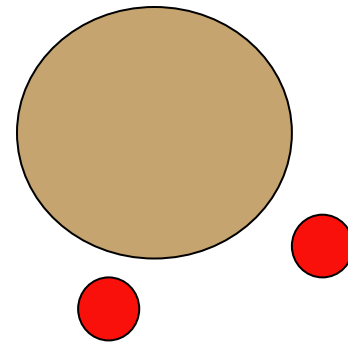
# Making Adaptations (continued)

- During small group instruction, Mr. Yeng adapted the delivery of instruction in the initial lesson for the five struggling students to help them master the instructional objective (more explicit, more feedback, more practice)
- But, despite this adaptation, two students still had difficulty



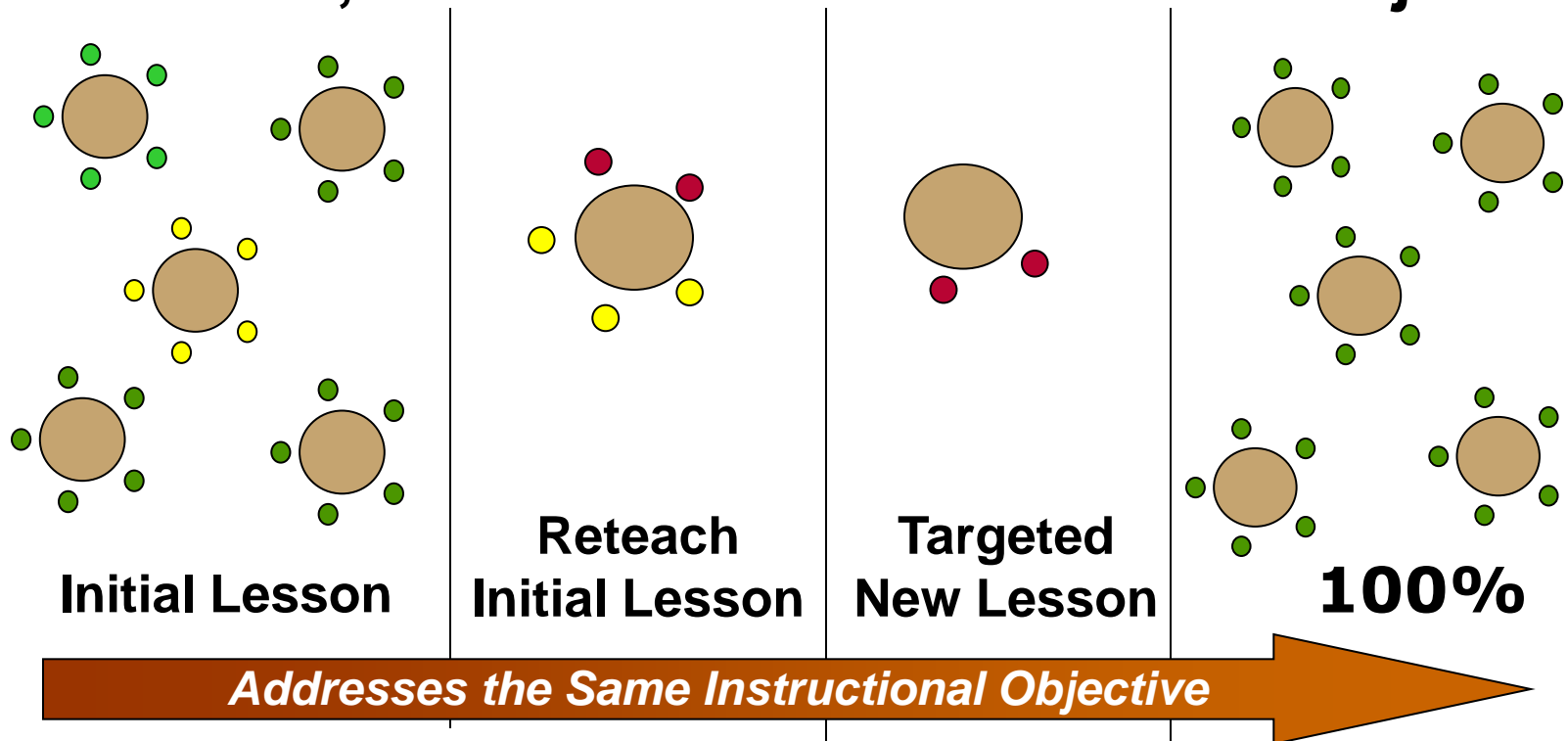
# Making Adaptations (cont.)

- Mr. Yeng decided to try a different lesson that targeted the same objective with the two struggling students, rather than continuing the initial approach.
- After the new lesson was presented, the two struggling students successfully achieved the objective of the initial lesson.



# Summary of Adaptations

Because Mr. Yeng monitored his students' understanding of the targeted instructional objective and made adaptations to scaffold his instruction, all 25 students mastered the objective.





**Are there resources to help  
me plan and implement  
differentiated instruction?**



# **A Toolbox for Planning Differentiated Small Group Instruction in K-3 Classrooms**

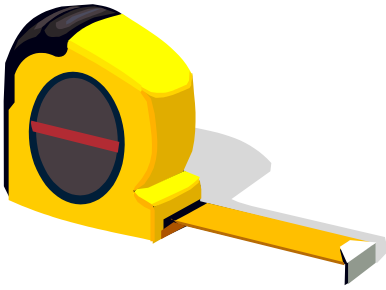


**Eastern Regional Reading First  
Technical Assistance Center**

# Tools for Teachers



1. Assessment Data
2. Curriculum Maps
3. CSI Maps
4. Sequence of Instruction Materials  
(Teacher's Manual, Curriculum Guide, State/Local Standards)
5. FCRR Crosswalk
6. FCRR K-1 and K-2 Student Center Activities



# Assessment Data: Measuring Progress

- Organize Assessment Data
  - Screening Data
  - Classroom-Based Assessment Data
  - Standardized Progress Monitoring Data
  - Outcome Assessment Data (usually from the previous school year)
- Analyze Data
- Determine the learning strengths and needs for each student



# Determine Where to Begin: **Curriculum Map**

- Review the sequence of the five essential elements or skills in learning to read.
- Use data to determine where each child falls on the sequence of learning.
  - What skills has the child mastered?
  - Where is the child faltering?
  - What is the next incremental step (skill to be mastered)?

# How to Read Curriculum Maps

“Big Idea”

## Mapping of Instruction to Achieve Instructional Priorities Second Grade

Months  
of the  
School  
Year

X = Instructional  
Emphasis

Skill  
Outcomes

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter-Sound Knowledge</b>									
* 1a: Produces diphthongs and digraphs	X	X							
<b>Focus 2: Decoding and Word Recognition</b>									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
<b>Focus 3: Sight-Word Reading</b>									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
<b>Focus 4: Reading Connected Text</b>									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 <sup>a</sup>	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

\* High priority skill

a. Minutes of practice per day

Measurable Benchmark

# Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Phonemic Awareness</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Sound and Word Discrimination</b>									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
<b>Focus 2: Rhyming<sup>b</sup></b>									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
<b>Focus 3: Blending</b>									
3a: Orally blends syllables or onset-rimes			X	X					
3b: Orally blends separate phonemes					X	X	X		
<b>Focus 4: Segmentation</b>									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 <sup>a</sup>

\* High priority skill

a. Sounds per minute

b. Optimal time for rhyme instruction not established

# Mapping of Instruction to Achieve Instructional Priorities

## First Grade

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter &amp; Letter Combinations</b>									
1a: Produces L-S correspondences (1/sec)	X	X	X						
1b: Produces sounds to common letter combinations			X	X	X	X			
<b>Focus 2: Decoding (Sounding Out)</b>									
2a: Decodes words with consonant blends		X	X	X					
2b: Decodes words with letter combinations			X	X	X	X	X		
2c: Reads regular 1-syllable words fluently						X	X	X	X
2d: Reads words with common word parts				X	X	X	X		
<b>Focus 3: Sight-Word Reading</b>									
3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
<b>Focus 4: Reading Connected Text</b>									
4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	X	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

\* High priority skill



# Organize, Reflect, Discuss, Plan **CSI Maps**

- Meet with grade level colleagues to discuss data results and plan instruction.
- Form flexible differentiated instructional groups based on assessment data and knowledge of each child.
- Use the CSI Maps to plan targeted initial instruction and re-teaching.



# CSI Map: Kindergarten (Fall to Winter)

Goals	Instructional Need	Instructional Details			Assessments
Listed below are the high-priority goals for each big idea. Refer to the curriculum maps for a complete list.	Does the data reflect an instructional need based on a deficit of knowledge or a lack of automaticity of the skill(s)?	Planned Sequence of Instruction and Materials	Instructional Schedule: Time/Day	Group Membership: Student Names	Assessment Measures (based on Fall progressive benchmarks)
<b>Phonological Awareness</b> ★Identifies first sound in words ★Segments individual sounds in words	<b>Core / Benchmark</b>				DIBELS: ISF $\geq$ 8: Assess quarterly
	<b>Strategic</b>				DIBELS: $4 \leq$ ISF $< 8$ : Assess once or twice a month
	<b>Intensive</b>				DIBELS: ISF $< 4$ : Assess 2-4 times monthly
<b>Alphabetic Principle</b> ★Says the most common sound associated with the individual letters ★Blends letter sounds in 1-syllable words	<b>Core / Benchmark</b>				DIBELS: LNF $\geq$ 8: Assess quarterly
	<b>Strategic</b>				DIBELS: $2 \leq$ LNF $< 8$ : Assess once or twice a month
	<b>Intensive</b>				DIBELS: LNF $< 2$ Assess 2-4 times monthly

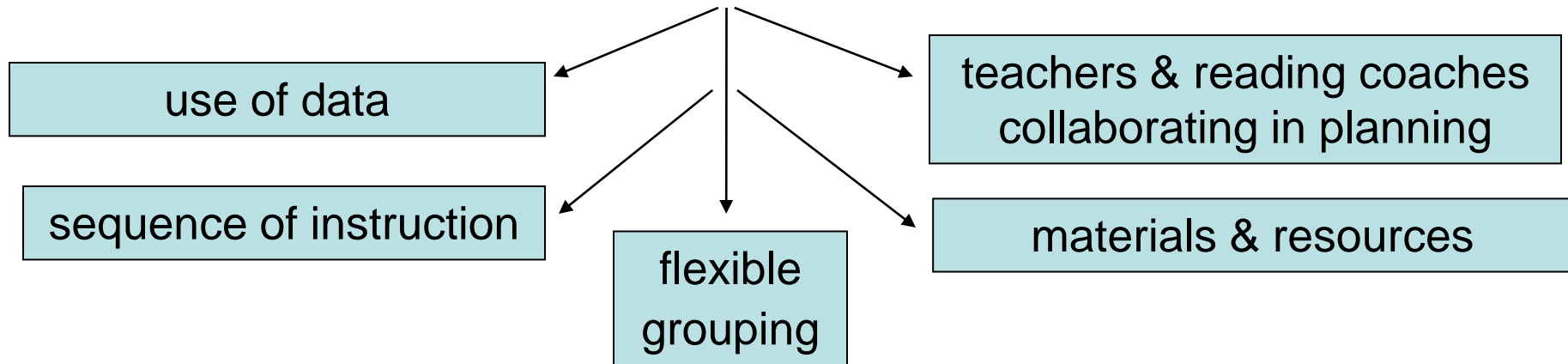
# CSI Maps: Grade 1 (Fall to Winter)

Goals	Instructional Need	Instructional Details			Assessment
Listed below are the high-priority goals for each big idea. Refer to the curriculum maps for a complete list.	Does the data reflect an instructional need based on a deficit of knowledge or a lack of automaticity of the skill(s).	<b>Planned Sequence of Instruction and Materials</b>	<b>Instructional Schedule: Time/Day</b>	<b>Group Membership: Student Names</b>	<b>Assessment Measures</b> (based on Fall progressive benchmarks)
<b>Phonological Awareness</b> *Blends 3-4 phonemes into a whole word *Segments 3- and 4-phoneme, 1-syllable words END OF Kdg. GOAL = 35 PSF	<b>Core / Benchmark</b>				PSF $\geq$ 35: Assess quarterly *Based on end of Kdg. benchmark
	<b>Strategic</b>				$10 \leq \text{PSF} < 35$ : Assess once or twice a month
	<b>Intensive</b>				PSF < 10: Assess 2-4 times monthly
<b>Alphabetic Principle</b> *Produces sounds to common letter combinations *Decodes words with letter combinations *Reads regular 1-syllable words fluently *Reads words with common word parts *Reads common sight words automatically MID YEAR GOAL = 50 NWF	<b>Core / Benchmark</b>				NWF $\geq$ 24: Assess quarterly
	<b>Strategic</b>				$13 \leq \text{NWF} < 24$ : Assess once or twice a month
	<b>Intensive</b>				NWF < 13: Assess 2-4 times monthly

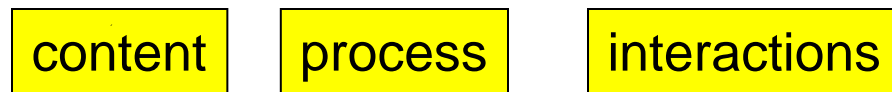
# Differentiation of Teacher-Directed Instruction:

is a teacher's response to learners' needs

↓  
guided by general principles of differentiation, such as



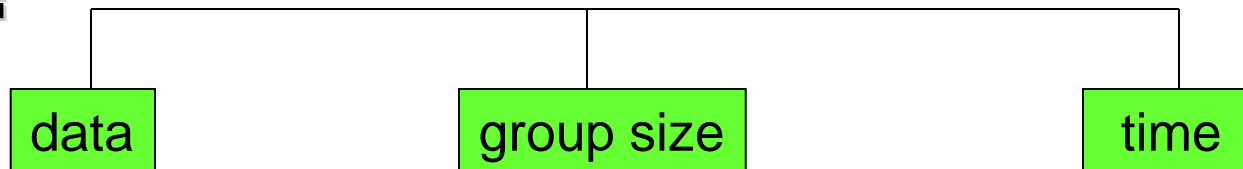
Teachers can differentiate instruction by:



**What ?**

according to

**How ?**



*Adapted from:  
Tomlinson & Allan  
(2000)*



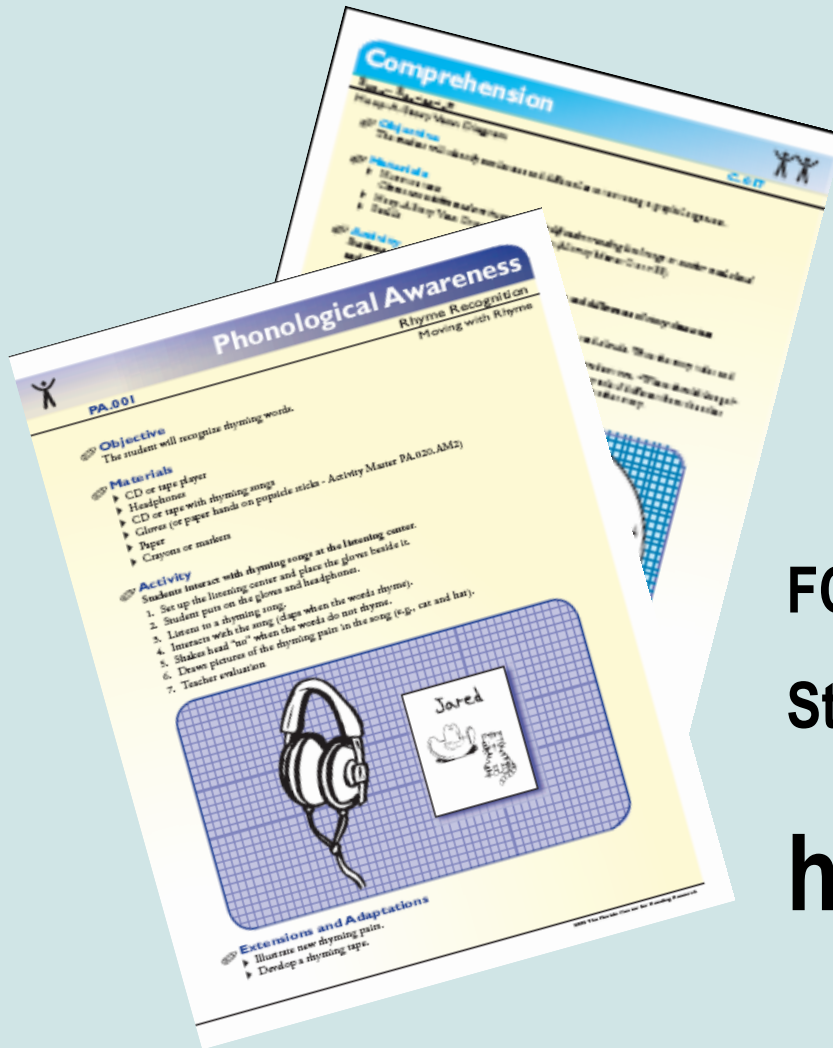
# **Handout:** **General Features of Instruction**

1. Review the General Feature of Instruction.
2. Discuss how you would use this tool to improve classroom practice.

# **Implement Differentiated Student Center Activities for Independent Practice**

- Explicitly teach routines and procedures for Student Reading Centers.
- Select Student Center Activities that provide independent practice for skills and strategies taught and practiced in small instructional groups.
- Use a system, such as color-coding, to help students identify the activities targeted for their learning needs.

# FCRR Student Center Activities



FCRR K-1 and 2-3

Student Center Activities:

<http://www.fcrr.org>



# Plan Data-Based Independent Practice

## **FCRR Crosswalk**

- Select independent student activities for Reading Centers
  - Student Center Activities are based on assessment data - what students need to learn.
  - Student Center Activities provide independent practice for skills and strategies taught and practiced during small group instruction.
  - The FCRR Crosswalk matches Student Center Activities to DIBELS Assessment Data,
- Plan student accountability for Student Center Activities

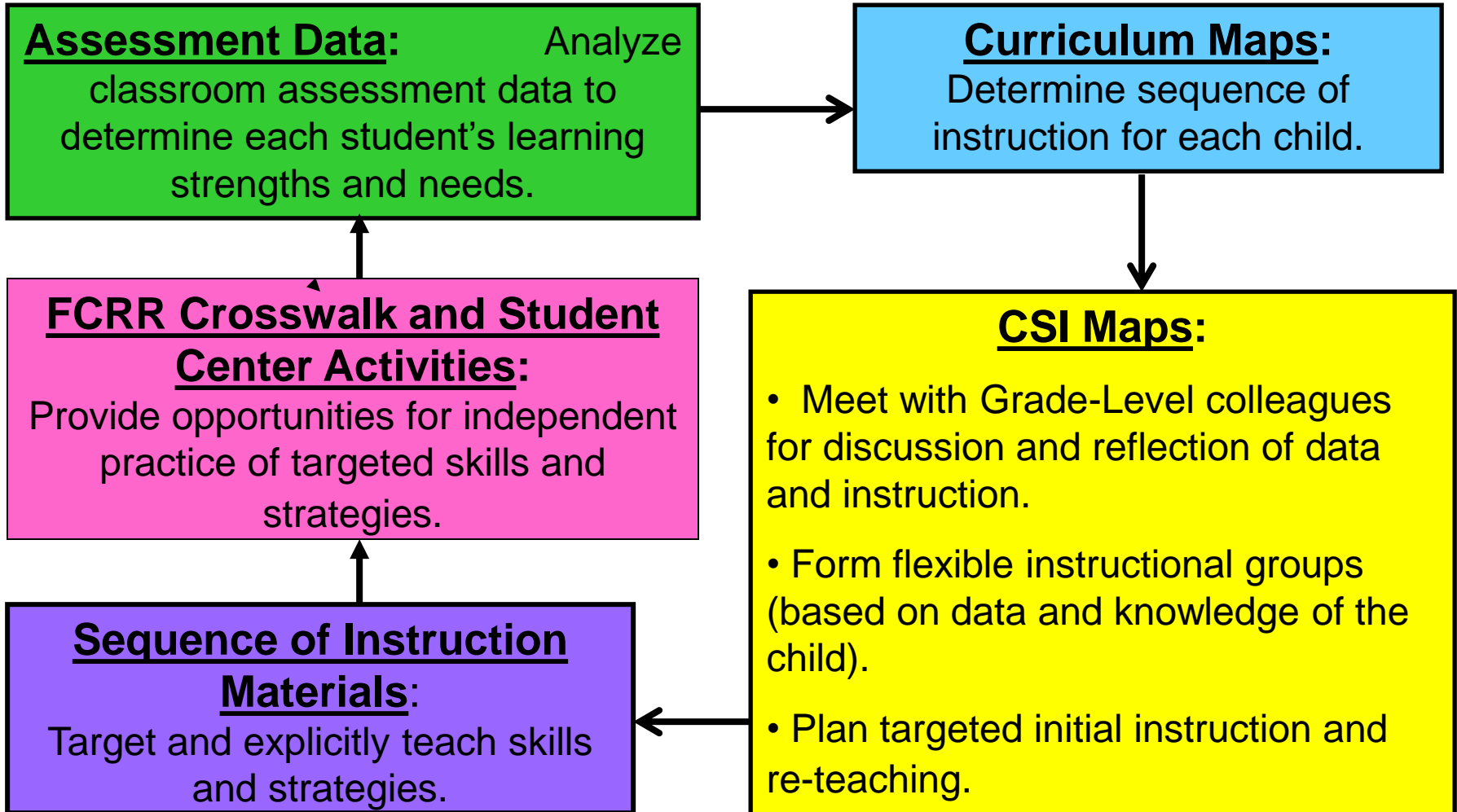
## 2/3 Center Activities Crosswalk

Activity Number	Activity Name	Subcomponent	DIBELS Measure	Second Grade GLE	Third Grade GLE
PA.001	Initial Phoneme Picture Sort	Phoneme Matching	ISF		
		Gr. 1 PA Focus 1a	(also PSF)		
PA.002	Match Maker	Phoneme Matching	ISF		
		Gr. 1 PA Focus 1	(also PSF)		
PA.009	Bag-of-Sounds	Phoneme Isolating	ISF		
		Gr. 1 PA Focus 1	(also PSF)		
PA.012	Phoneme Quest	Phoneme Isolating	ISF		
		Gr. 1 PA Focus 1	(also PSF)		
PA.001	Initial Phoneme Picture Sort	Phoneme Matching	PSF		
		Gr. 1 PA Focus 1a	(also ISF)		
PA.002	Match Maker	Phoneme Matching	PSF		
		Gr. 1 PA Focus 1	(also ISF)		
PA.003	Final Phoneme Memory	Phoneme Matching Gr. 1 PA Focus 1b	PSF		
PA.004	Final Phoneme Pyramid	Gr. 1 PA Focus 1b	PSF		
PA.005	Final Phoneme Spin	Phoneme Matching Gr. 1 PA Focus 1b	PSF		
PA.006	Medial Phoneme Dominoes	Phoneme Matching Gr. 1 PA Focus 1c	PSF		
PA.007	Medial Match	Phoneme Matching Gr. 1 PA Focus 1c	PSF		
PA.008	Vowel Picture Sort	Phoneme Matching Gr. 1 PA Focus 1	PSF		
PA.009	Bag-of-Sounds	Phoneme Isolating	PSF		120
		Gr. 1 PA Focus 1	(also ISF)		



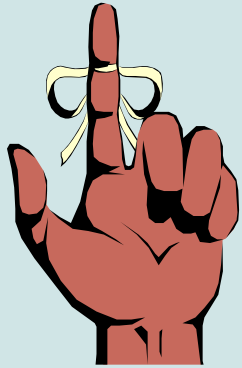


# Planning Differentiated Teacher-Directed Instruction



# Experiences with Differentiated Small Group Instruction:

What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned



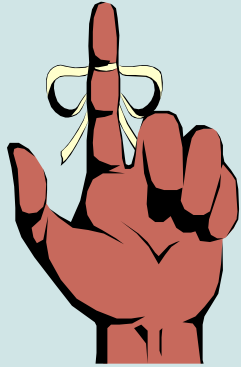
# What Do You Remember?

## What is differentiated instruction?

- Differentiation is instruction planned and delivered with ***precision*** in small, flexible groups of students.

## Which students receive differentiated instruction?

- All students in the classroom



# What Do You Remember?

**When is differentiated instruction delivered?**

- Every day during the reading block

**How does a teacher plan lessons in order to differentiate?**

- Identify the target reading components
- Identify the target resources
- Implement a classroom management system



**Thank-you.**

**Contact information:**

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**therrington@rmcres.com**