

Schoolwide Differentiation Planning


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Overall Goals:




1. Define differentiation, distinguishing it from guided reading and linking it to RTI
2. Show separate skills-based focus areas that you can target in small-group instruction

Think about it

- Are your current strategies targeted?
- Are they reasonable and repetitive?
- Are they designed to be temporary?

Approaches to Differentiation

By instructional level	• Informal reading inventories • Traditional basal instruction • Groups move at same pace • Groups are all but permanent • Differentiation is in all areas • Parallel skill "strands" used
By fluency level	
By assessed needs	




Approaches to Differentiation

By instructional level

By fluency level

By assessed needs

- Differentiation by leveled books
- Decoding skills not a target



Determining Group Membership		
GR		DI
Overall leveled placement assessment through a series of leveled books. This process ignores the specific skill deficits in the areas of phonological awareness and word recognition.	Screening and diagnostic assessments in phonological awareness, phonics, sight words, and/or oral reading fluency.	

Diagnostic Assessment		
GR		DI
Running records are used to analyze oral reading errors (miscues).	The cognitive model of reading assessment is used to systematically determine skill needs on the basis of developmental stage theories of reading acquisition.	

GR	Instructional Focus		DI
<p>Comprehension is always the primary focus.</p> <p>In guided reading, the teacher coordinates reading components (comprehension, word recognition, fluency).</p>	<p>The focus depends on skill levels:</p> <ul style="list-style-type: none"> Phonemic awareness and word recognition Word recognition and fluency Fluency and comprehension Vocab and comprehension 	<p>In differentiated instruction, the teacher isolates reading components to address deficits.</p>	

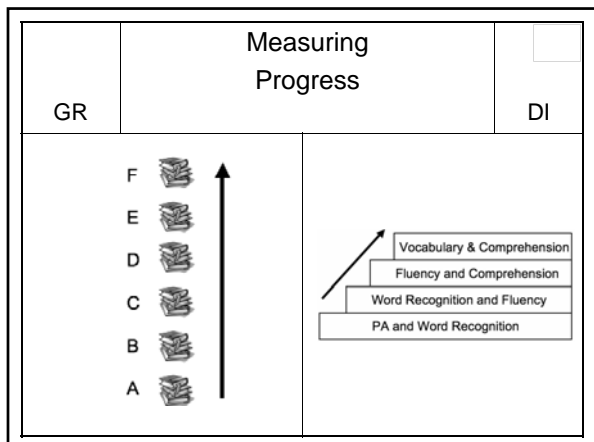
GR	Fluency Instruction		DI
<p>The teacher introduces the text in a supported way, through a picture walk, and then children read (individually, but usually not chorally).</p>	<p>Fluency techniques progress from most to least supportive:</p> <ol style="list-style-type: none"> 1. Echo reading 2. Choral reading 3. Partner reading 4. Whisper reading 		

GR	Text Types		DI
<p>Predictable books are preferred for beginning readers in order to promote fluency.</p> <p>Books are always chosen to be at instructional level; books are usually .</p>	<p>Decodable books are preferred for beginning readers in order to promote decoding in context. These books are chosen for their phonics focus.</p> <p>Once fluency is the focus of instruction, more challenging books (including grade-level texts and chapter books) are chosen. Support from the teacher makes them appropriate.</p>		

GR	Comprehension Instruction	DI
<p>Comprehension instruction is provided and emphasized at all levels.</p>	<p>Comprehension instruction is provided during small-group read-alouds for children who are at benchmark in word recognition.</p> <p>Comprehension instruction is linked with fluency or vocabulary but not with word recognition instruction.</p>	


GR	Word Recognition Instruction	DI
<p>Word recognition needs are not systematically addressed during guided reading. Rather, they are addressed on an as-needed basis.</p>	<p>Word recognition needs are identified through the cognitive model of assessment and are addressed on this basis through a sequence of lessons that are planned in advance.</p>	

GR	Measuring Progress	DI
<p>Running records are used to determine readiness for the next text level.</p> <p>The assessment question is whether the child is ready for a more difficult book and what specific decoding deficits can be identified through oral reading errors</p>	<p>Three-week post-assessments focuses on areas targeted by instruction.</p> <p>The assessment question is whether a child should move to a more advanced focus, remain at current focus, or move to a more basic focus.</p>	



Approaches to Differentiation

<p>By instructional level</p> <p>By fluency level</p> <p><u>By assessed needs</u></p>	<ul style="list-style-type: none"> • Assess for differentiation • Screening + diagnostic • Groups are temporary • Groups are flexible • Target areas of greatest need • Goal is "upward mobility"
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Differentiation is

"instruction that helps [children] accomplish challenging tasks that are just out of their reach"

"instruction that targets a particular group of children's needs directly and temporarily"

"instruction that applies a developmental model"



Walpole, S., & McKenna, M. C. (2007). *Differentiated reading instruction: Strategies for the primary grades*. New York: Guilford Press.

The concept of three tiers of instruction

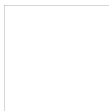


The 3-tier model (University of Texas System/Texas Education Agency, 2005) is a general framework — and just a framework — for explaining how any research-based program can be executed in a school.



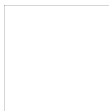
(http://www.texasreading.org/utclra/materials/3tier_letter.asp)

Tier I: Core Classroom Reading Instruction



1. A core reading program grounded in scientifically based reading research
2. Benchmark testing of all kindergarten through third-grade students to determine instructional needs at least three times per year (fall, winter, and spring)
3. Ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction

Tier II: Supplemental Instruction



For some students, core classroom reading instruction is not enough. Tier II is designed to meet the needs of these students by providing them with additional small-group reading instruction daily.

Tier III: Intensive Intervention

A small percentage of students require more support in acquiring vital reading skills than Tier II instruction can provide. For these students, Tier III provides instruction that is more explicit, more intensive, and specifically designed to meet their individual needs.

Differentiation for some

All children receive Tier I instruction, but only those who are below grade level receive Tier II. Only those well below grade level need intervention.

Differentiation for all

Tier III	Intervention	All children get both Tier I and differentiated instruction – it is not reserved for remediation.		
Tier II	Below Grade Level Instruction	At Grade Level Instruction	Above Grade Level Instruction	
Tier I	Grade-Level Instruction			

A Possible Template



Children's Literature Read Aloud And Grade-Level Reading Instruction		
<u>Lowest Group</u>	Center or Intervention	Reading Practice
Reading Practice	<u>Middle Group</u>	Reading Practice
Reading Practice	Reading Practice	<u>Highest Group</u>
Grade-Level Writing Instruction		

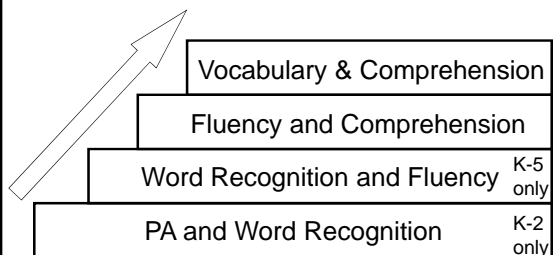
A Caution . . .

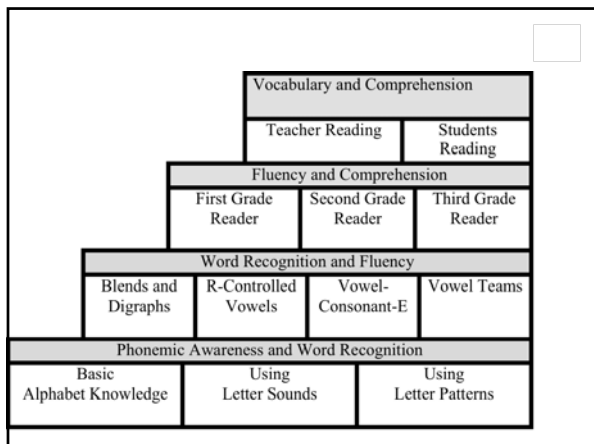
Our differentiation model assumes that a high-quality, balanced approach to grade-level instruction is in place.



Please do not use our model if this is not the case.

A Stairway to Proficiency






Plan instruction so that these assignments are temporary!

Challenging	Instruction, not practice
Explicit	Every item modeled; Clear instructional talk
Engaged	Every pupil response strategies
Systematic	Repetitive instructional strategies each day; New content each day; Cumulative review each day

Phonemic awareness and Word Recognition

- These children still need to work on learning letter names and sounds, and they are not yet able to segment and blend phonemes automatically.
- They will work on coordinated activities to manipulate phonemes, learn new letters and sounds and review letters previously taught.
- They will work with letters and words during small-group time.



Phonemic Awareness and Word Recognition	Basic Alphabet Knowledge	
	Alphabet Review	3 Minutes
	Initial Sound Sorting	3 Minutes
	Letter Sounds	3 Minutes
	High-frequency Words	3 Minutes
	Concept of Word	3 Minutes

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Same Sounds

Phonemic Awareness and Word Recognition	Using Letter Sounds	
	Say-it-and-move-it	4 Minutes
	Sounding and Blending	6 Minutes
	High-frequency words	5 Minutes

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Same Words

Phonemic Awareness and Word Recognition	Using Letter Patterns	
	Oral Segmenting and Blending	4 Minutes
	Short vowel patterns	6 Minutes
	High-frequency words	5 Minutes

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Same Words

- How is this instruction similar to what you are already doing?
- How is it different?

Word Recognition and fluency

- These children still need to work on decoding, but they can sound and blend CVC words.
- They will work on coordinated activities to learn new letter patterns and review patterns previously taught.
- They will work with words and with decodable texts during small-group time.



Word Recognition and Fluency

Blends and Digraphs	
Whisper Reading (old text)	2 Minutes
Sounding and Blending	4 Minutes
High-Frequency Words	3 Minutes
Whisper Read Partner Read Choral Read (new text)	6 Minutes

R-Controlled Vowel Patterns	
Teaching Letter Patterns	6 Minutes
High-Frequency Words	3 Minutes
Whisper Read Partner Read Choral Read (new text)	6 Minutes

- How is this instruction similar to what you are already doing?
- How is it different?


Vowel-Consonant-e	
Teaching Letter Patterns	6 Minutes
High-Frequency Words	3 Minutes
Whisper Read Partner Read Choral Read (new text)	6 Minutes

Word Recognition and Fluency	Vowel Teams	
	Decoding by Analogy	6 Minutes
	High-Frequency Words	3 Minutes
	Whisper Read Partner Read Choral Read (new text)	6 Minutes

- How is this instruction similar to what you are already doing?
- How is it different?

Fluency and comprehension

- These children have relatively few decoding problems, but they lack automaticity.
- They will work in a guided reading format; they may review particularly challenging words (for their pronunciation or their meaning) or spend a few minutes on multi-syllabic decoding, but they will use most of their time reading and rereading challenging texts and discussing text meaning.




Every Day for 3 Weeks	
Preteach Difficult Words or Patterns	1 Minute
Choral or Echo Read New Text Portion	5 Minutes
Partner or Whisper Read Same Text Portion	5 Minutes
Summary or Inference Questions	4 Minutes

- How is this instruction similar to what you are already doing?
- How is it different?

Vocabulary and comprehension

- These children are at grade level in the areas of decoding and fluency
- They will extend what they know into new texts and new text types; they will write in response to reading



Vocabulary and Comprehension Group	Teacher Read Aloud	
	Preteach Vocabulary	3 Minutes
	Review Comprehension Strategy	1 Minute
	Teacher Read-Aloud	7 Minutes
	Comprehension Discussion	4 Minutes

Vocabulary and Comprehension Group	Student Reading	
	Preteach Vocabulary	3 Minutes
	Review Comprehension Strategy	1 Minute
	Children Read Silently	7 Minutes
	Comprehension Discussion	4 Minutes

- How is this instruction similar to what you are already doing?
- How is it different?



If you'd like to learn more

Sharon will be doing sessions on differentiation for word recognition and fluency and then on coaching.

Mike will be doing sessions on differentiation for vocabulary and comprehension and then on leadership.

Disclaimer:

The information that is included in the conference materials or provided by conference presenters is intended to serve as a resource for participants. It should not be construed in any way as an endorsement by the U.S. Department of Education (Department) of particular materials, products, services, or approaches or as an attempt by the Department to mandate, direct, or control the curriculum, program of instruction, or assessments of a State, local educational agency, or school. Consistent with the appropriate Federal requirements, States and localities have the flexibility to determine how best to use Federal funds to help ensure that every student can read at grade level or above by the end of the third grade.