



Differentiated Instruction: Part I

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Participant Notes



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Differentiated Instruction: Part I

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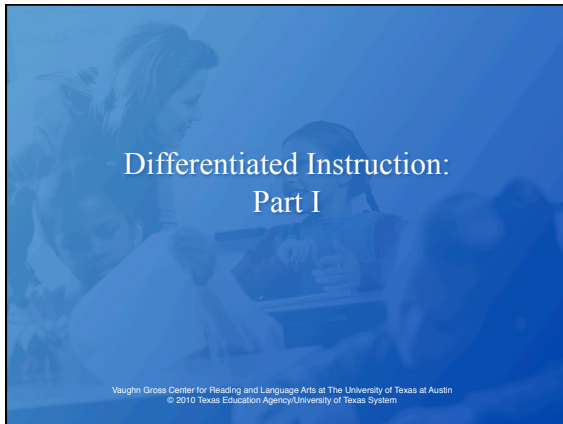
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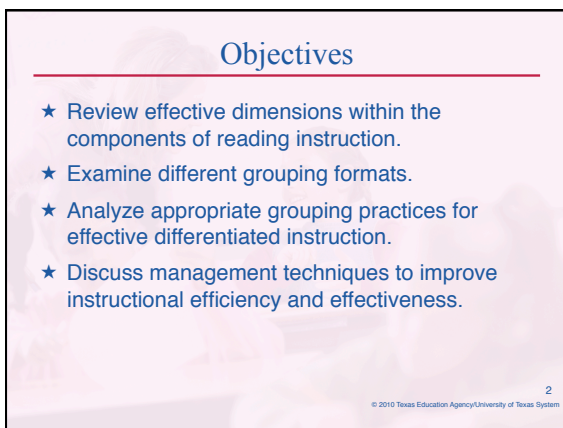
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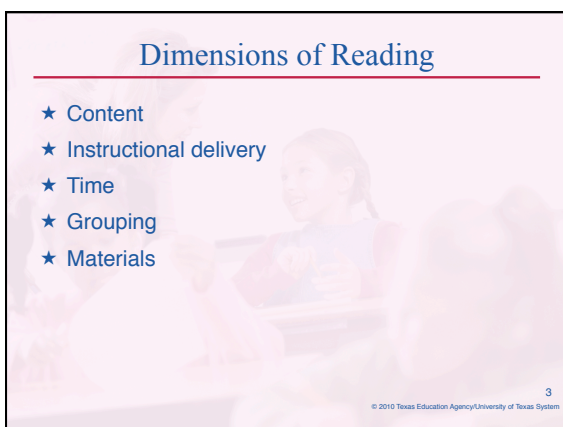
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Dimension 1: Reading Content

- ★ Phonological awareness
- ★ Phonics, decoding, word study
- ★ Fluency
- ★ Vocabulary and oral language development
- ★ Comprehension

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Dimension 2: Instructional Delivery

Features of effective instruction

- ★ Instruction is presented:
 - Explicitly with modeling
 - Systematically with appropriate scaffolding
- ★ Instruction includes:
 - Multiple opportunities for students to respond
 - Immediate and corrective feedback
 - Appropriate pacing

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Dimension 3: Time

- ★ How much time will be spent on each component?
 - On a daily basis?
 - On a weekly basis?
- ★ How much time will be spent in:
 - Whole group
 - Partners
 - Small group
 - Centers
 - Independent work
 - On a daily basis?
 - On a weekly basis?

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Dimension 4: Grouping Formats

- ★ Possible grouping formats:
 - Whole group
 - Homogeneous small group
 - Partners
 - Heterogeneous, mixed-ability small group (e.g., workstations)
 - Independent
 - One-on-one
- ★ When is one grouping format preferred over another grouping format?

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Grouping for Effective Instruction

- ★ Focus on the purpose of instruction:
 - What are the advantages of grouping the students in this manner?
 - What is the instructional focus?
 - What activities will be completed?
- ★ Focus on student needs and instructional progress.
- ★ Use different grouping formats to address the wide range of reading abilities.

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Whole Group

Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Engages teachers and students in shared learning experiences ★ Allows inclusion of every student 	<ul style="list-style-type: none"> ★ Introduction of new concepts ★ Modeling ★ Read-alouds, think-alouds ★ Shared reading ★ Shared writing ★ Author's chair ★ Speaking/performance ★ Class discussions ★ Differentiated content based on students' needs 	<ul style="list-style-type: none"> ★ Students placed in classes according to district policy ★ Based on assessment data

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Homogeneous Small Group		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Meets individual student needs ★ Allows for further scaffolding if needed ★ Provides practice opportunities with immediate feedback ★ Allows teachers to vary group membership 	<ul style="list-style-type: none"> ★ Targeted to specific students' needs ★ Reteaching ★ Extended modeling or scaffolding ★ Extension of concepts and skills being taught in whole group 	<ul style="list-style-type: none"> ★ Three to eight students with similar knowledge and skills ★ Based on assessment data

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Partners		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Meets individual needs ★ Motivates students ★ Addresses social needs ★ Provides practice opportunities with continued feedback and support 	<ul style="list-style-type: none"> ★ Partner reading to reread texts ★ Peer tutoring ★ Activities to practice skills and to learn concepts ★ Differentiated content based on students' needs 	<ul style="list-style-type: none"> ★ Based on assessment data ★ Based on teacher observation

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Heterogeneous Small Group		
Advantages	Instructional Focus/Activities	Group Formation
<ul style="list-style-type: none"> ★ Allows for choice ★ Motivates students ★ Addresses social needs ★ Provides practice opportunities with continued feedback and support 	<ul style="list-style-type: none"> ★ Activities that allow students to practice and extend what they are learning ★ Differentiated content based on students' needs 	<ul style="list-style-type: none"> ★ Based on students' abilities or interests ★ Can be cooperative groups or student-led groups ★ Based on assessment data

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Independent

Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Allows students an opportunity to practice what they know with limited support or feedback ★ Provides teachers with an informal assessment of student knowledge and skills 	<ul style="list-style-type: none"> ★ Activities that allow students to practice and extend what they are learning ★ Activities to reinforce previously learned concepts 	<ul style="list-style-type: none"> ★ Based on students' abilities ★ Based on teacher observation ★ Based on assessment data

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One-on-One

Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Meets individual needs ★ Allows for more intensive instruction ★ Provides effective instruction for students at risk for dyslexia or other reading difficulties 	<ul style="list-style-type: none"> ★ Targets students' needs 	<ul style="list-style-type: none"> ★ Based on assessment data

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Grouping Dynamics

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graph LR
    A[Whole Group] --> B[Student Partnering OR Heterogeneous Small Groups]
    B --> C[Independent Work]
    D[Homogeneous Small Groups OR One-on-One] --> C
    C --> B
    C --> D
    
```

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Effective Grouping

- ★ Careful and strategic planning:
 - Focusing on instructional objectives
 - Using assessment data
- ★ Skillful management:
 - Classroom management
 - Behavior management
- ★ Adequate time
- ★ Appropriate materials and activities

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Dimension 5: Materials

- ★ Use evidence-based reading materials.
- ★ Adjust materials to meet students' needs.

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Behavior Management

- ★ Create clearly defined rules and expectations; adapt as appropriate.
- ★ Post rules and expectations in an unobstructed location at students' eye level.
- ★ Consistently enforce rules.
- ★ Use rewards in a behavioral-management system.

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Classroom Management

- ★ Create clearly defined rules for asking questions, turning in work, going to the bathroom, etc.
- ★ Communicate rules explicitly.
- ★ Organize the classroom (including desks, teacher table, materials storage) to facilitate effective instruction.
- ★ Store materials (students' and teacher's) so they are easily accessible.

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Additional Ways to Manage Instruction

- ★ Time management:
 - Use a timer.
 - Pay attention to transitions.
 - Maximize instructional time (e.g., while students are waiting in line).
- ★ Grouping management
- ★ Student role definition
- ★ Materials management (know the materials and resources that can be used)

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Activity: Managing Instruction

- ★ **Handout 6: Observation Tools**
Two basic observation tools related to management issues for a teacher, coach, or principal

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Remember

- ★ When examining differentiated instructional practices, evaluate use of time and materials.
- ★ Use multiple grouping formats to meet instructional objectives and student needs.
- ★ Analyze management techniques to improve instructional efficiency and effectiveness.

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Handouts



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Time Analyses

How much time do you spend each week on each component?

Reading Component	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
Phonological awareness						
Phonics						
Fluency						
Vocabulary						
Comprehension						

How much time do you spend each week in each grouping format?

Grouping Format	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
Whole group						
Homogeneous small groups						
Heterogeneous small groups						
Partners						
Independent work						

Possible areas to improve:	Given your initial analyses, possible changes:
a)	
b)	
c)	
d)	
e)	

Examples of Small-Group Instruction

Example 1: Third-Grade Phonics/Decoding

Two students in third grade are having difficulty with basic phonics skills (for example, blending sounds to read CVC words, CVVC words, VCe words) and have limited sight-word vocabularies. The teacher decides to work with these two students in a small group every day for 7 minutes during core reading time. During this time, the teacher follows a schedule to ensure that he targets the necessary skills.

MONDAY				
1 minute Review words with previously studied patterns	2 minutes Choral read decodable text with past patterns	1 minute Introduce new pattern on whiteboard	1 minute Build words with new pattern on whiteboard	2 minutes Echo read decodable text with new pattern
TUESDAY				
1 minute Review words with previously studied patterns	2 minutes Partner read decodable text with past patterns	1 minute Review new pattern on whiteboard	1 minute Build words with new pattern on whiteboard	2 minutes Echo read decodable text with new pattern
WEDNESDAY				
2 minutes Timed word fluency with words with previously studied patterns	2 minutes Partner read decodable text with past patterns	1 minute Build words with new pattern on whiteboard	2 minutes Choral read decodable text with new pattern	
THURSDAY				
2 minutes Timed word fluency with words with previously studied patterns	3 minutes Build words with different word patterns on whiteboard		2 minutes Choral read decodable texts that students choose	
FRIDAY				
2 minutes Timed word fluency with words with previously studied patterns	3 minutes Spell words with different word patterns on whiteboards		2 minutes Choral read decodable texts that students choose	

Example 2: First-Grade Word Reading Fluency

During the second semester of first grade, a teacher notices that six of her students are having difficulty reading fluently. Although these students read words from lists and out of context fluently, when attempting to read decodable or leveled texts, their fluency breaks down. These six students can decode words but cannot blend or read words quickly. Based on this information, the teacher decides to meet with these students in a small group every day for 5 minutes during core reading time. Each day, she follows her schedule to ensure that she addresses the fluency and word reading needs of these students.

MONDAY		
2 minutes Timed word fluency with partners	2 minutes Timed phrase fluency with partners	1 minute Echo read with leveled text
TUESDAY		
2 minutes Timed word fluency with partners	2 minutes Timed phrase fluency with partners	1 minute Echo read with leveled text
WEDNESDAY		
2 minutes Timed phrase fluency with partners	3 minutes Partner read with leveled text	
THURSDAY		
2 minutes Timed phrase fluency with partners	3 minutes Partner read with leveled text	
FRIDAY		
2 minutes Timed phrase fluency with partners	3 minutes Partner read with leveled text	

Example 3: Kindergarten Phonological Awareness Groups

A kindergarten teacher is currently teaching her students to blend individual sounds in words. She schedules time every day to meet with all of her students in small groups to make sure that they are blending sounds correctly. She groups her students according to her progress-monitoring data. The six students in Yellow Group have mastered this skill. The next six students, Blue Group, are progressing from blending word parts to blending phonemes. The four students of Red Group are still working on blending word parts. Finally, the three students in Purple Group still need practice with basic skills, such as rhyming and alliteration. The teacher schedules 10 minutes total to meet with these groups.

Group	Targeted Skills (Practice chorally and individually)	Time
Yellow (six students)	Blend four-phoneme words Segment syllables in two- to four-syllable words	2 minutes
Blue (six students)	Blend onset-rimes in three-phoneme words Blend individual sounds in two- and three-phoneme words	2 minutes
Red (four students)	Blend syllables in three-syllable words Blend onset-rimes in three-phoneme words Blend individual sounds in two- and three-phoneme words	3 minutes
Purple (three students)	Provide a word that rhymes with two words Blend two words in a compound word to say the word Blend two- and three-syllable words Blend onset-rimes in three-phoneme words Blend individual sounds in two- and three-phoneme words	3 minutes
TOTAL		10 minutes

Grouping: Lesson Plan

Group	Lesson Plan	Group	Lesson Plan
Partner Work	Phonological Awareness (PA): Phonics/Word Study: Fluency: Vocabulary: Comprehension:	Small Group 1	
Center Work	PA: Phonics/Word Study: Fluency: Vocabulary: Comprehension:	Small Group 2	
Indep. Work	PA: Phonics/Word Study: Fluency: Vocabulary: Comprehension:	Small Group 3	
		Small Group 4	
		Small Group 5	

Grouping: Lesson Plan (First-Grade Example)

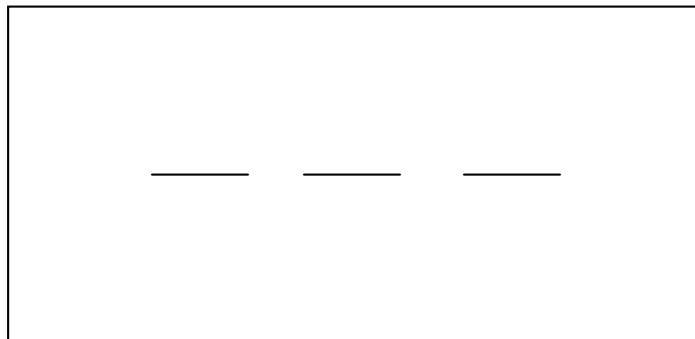
Group	Lesson Plan	Group	Lesson Plan
Small Group 1	<p>PA: Review isolating last sound; practice blending/segmenting 2- & 3-phoneme words</p> <p>Phonics: Review reading CVC/CVCe words & /br/, /tr/ words; reread last week's decodable book</p>	Partner Work	<p>Phonological Awareness (PA): N/A</p> <p>Phonics/Word Study: Practice reading/spelling last week's spelling words, /br/, /tr/ (10 min.)</p> <p>Fluency: Repeated reading aloud with leveled text (10 min.)</p> <p>Vocabulary: Take turns orally putting 5 of last week's words in sentences; then write sentences together (15 min.)</p> <p>Comprehension: Write 3 pieces of information learned during partner reading (10 min.)</p>
Small Group 2	<p>PA: Review blending/segmenting 3-phoneme words; practice deleting initial sound</p> <p>Phonics: Review reading /br/, /tr/ words; reread last week's decodable book</p>	Center Work	<p>PA: Play segmenting/blending game with whisper phones (5-10 min.)</p> <p>Phonics/Word Study: N/A</p> <p>Fluency: N/A</p> <p>Vocabulary: N/A</p> <p>Comprehension: N/A</p>
Small Group 3	<p>PA: Practice deleting initial sound</p> <p>Phonics: Review reading /br/, /tr/ words; reread last week's decodable book</p> <p>Fluency: Word wall race</p>	Indep. Work	<p>PA: N/A</p> <p>Phonics/Word Study: N/A</p> <p>Fluency: N/A</p> <p>Vocabulary: N/A</p> <p>Comprehension: Write 3 difficult words/phrases from partner reading (5 min.)</p>
Small Group 4	<p>PA: Practice deleting initial & final sounds</p> <p>Phonics: Reread last week's decodable book</p> <p>Fluency: Word wall race</p>		
Small Group 5	<p>Phonics: Review two sounds made by oo</p> <p>Fluency: Echo-read end of first-grade text</p> <p>Comprehension: Discuss compare/contrast</p>		

Materials for Differentiation

Connecting Phonological Awareness to Print

Example 1

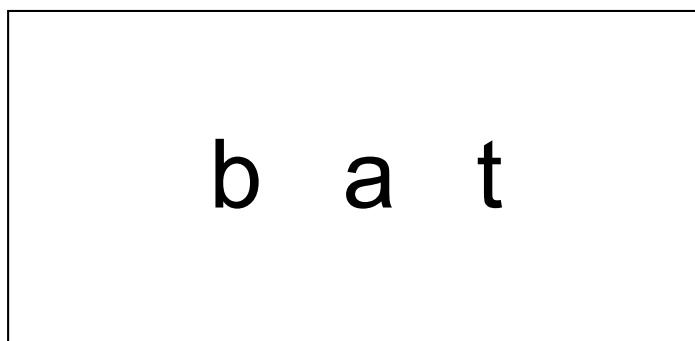
To practice blending or segmenting word parts or sounds in words, write lines or boxes on a whiteboard to represent the word parts or sounds. Point to each line as you, or the student, says each word part or sound. Below is an example for a three-syllable or three-phoneme word:



When asking a student to blend the word, say each syllable (e.g., /bu/ /na/ /na/ for *banana*) or sound (e.g., /b/ /a/ /t/ for *bat*) while pointing to each line. When asking the student to blend the word, draw your finger under all of the lines as the student says the whole word.

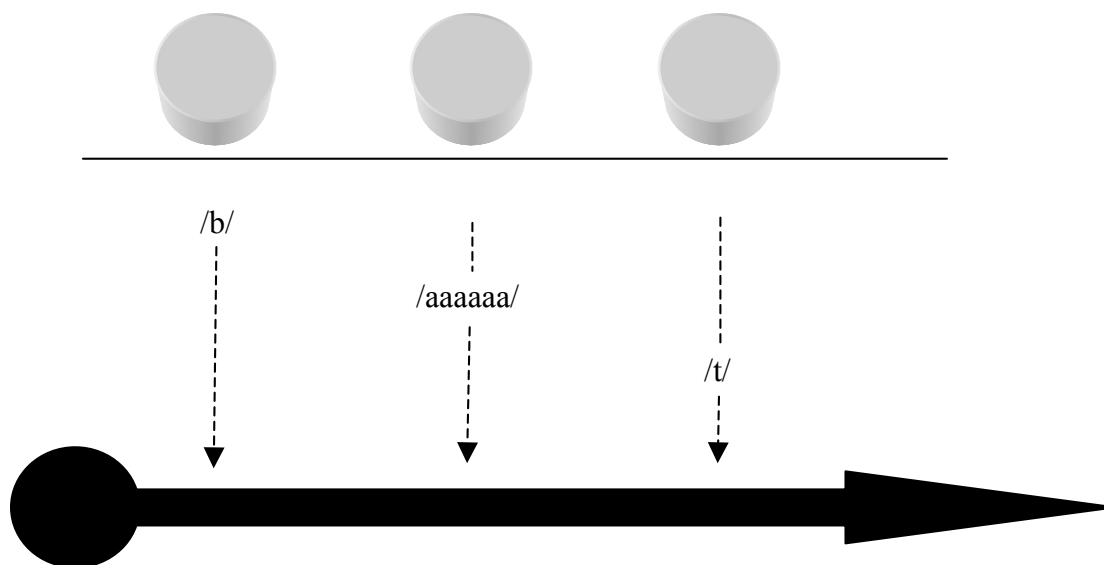
Segmenting is the opposite. Draw your finger under all of the lines while saying the word (*banana* or *bat*). As the student says the syllables or sounds, point to each line that corresponds to each syllable or sound.

This activity connects phonological awareness to print by showing students that the sounds in words follow from left to right when reading. As a next step, replace the lines with letters:



Example 2

The Teacher Reading Academies refer to this activity as “Say It and Move It.” On a card or whiteboard, draw two lines. The top line should be straight, and the bottom line should begin with a circle and end with an arrow pointing to the right (showing directionality). Tokens, blocks, or other small, moveable objects represent the sounds in words that the students segment and blend. Below is an example for a three-phoneme word (*bat*).



Begin by asking students to say the whole word. Then ask students to say the syllables or sounds in the word while dragging down the token representing each individual syllable or sound.

Say It and Move It shows students that the sounds in words follow from left to right when reading. You can also use plastic or magnetic letters instead of blank, moveable objects.



Facilitating Multiple Opportunities to Respond

Provide all students with the following cards on regular paper or cardstock. Each set of card pairs should be a different color.

Example 1: Vocabulary Materials

Students hold up the appropriate card if they hear an **example** or a **nonexample**:

Example

Nonexample

Or a **synonym** or **antonym**:

Synonym

Antonym

Example 2: Comprehension Materials

Students hold up the appropriate card if they hear a **fact** or **opinion**:

Fact

Opinion

Or a **main idea** or **supporting detail**:

Main Idea

Detail

Or a **problem** or **solution**:

Problem

Solution

Or a **cause** or **effect**:

Cause

Effect

Or a **character** or **setting**:

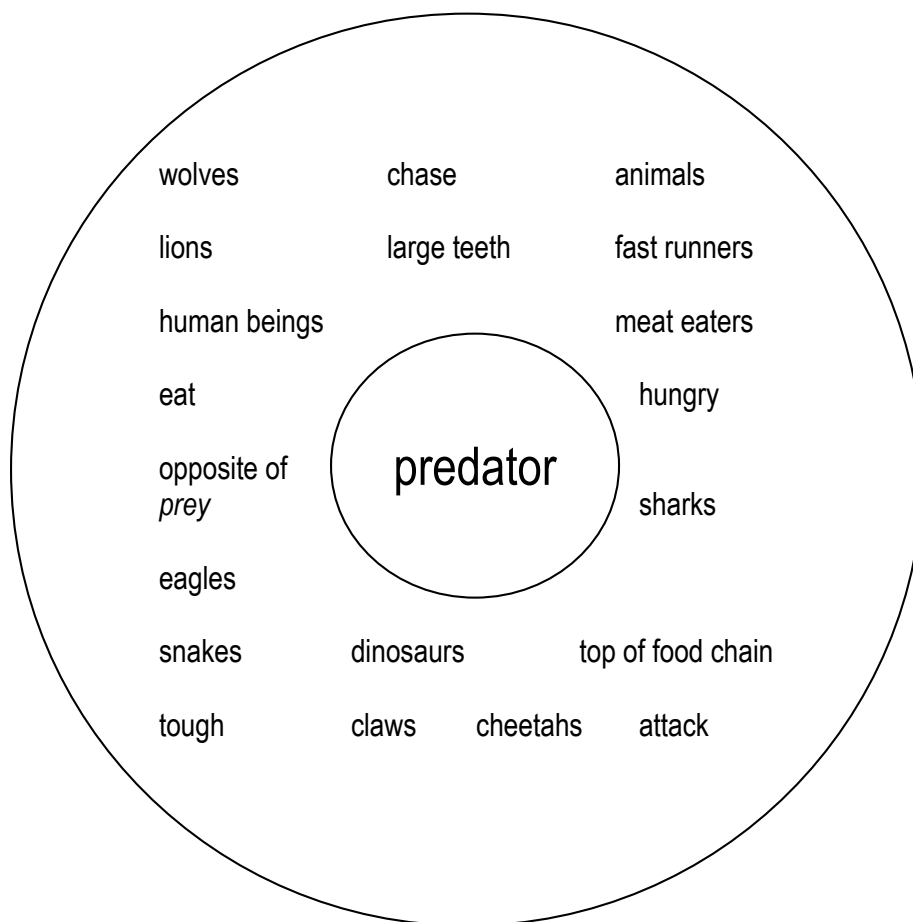
Character

Setting

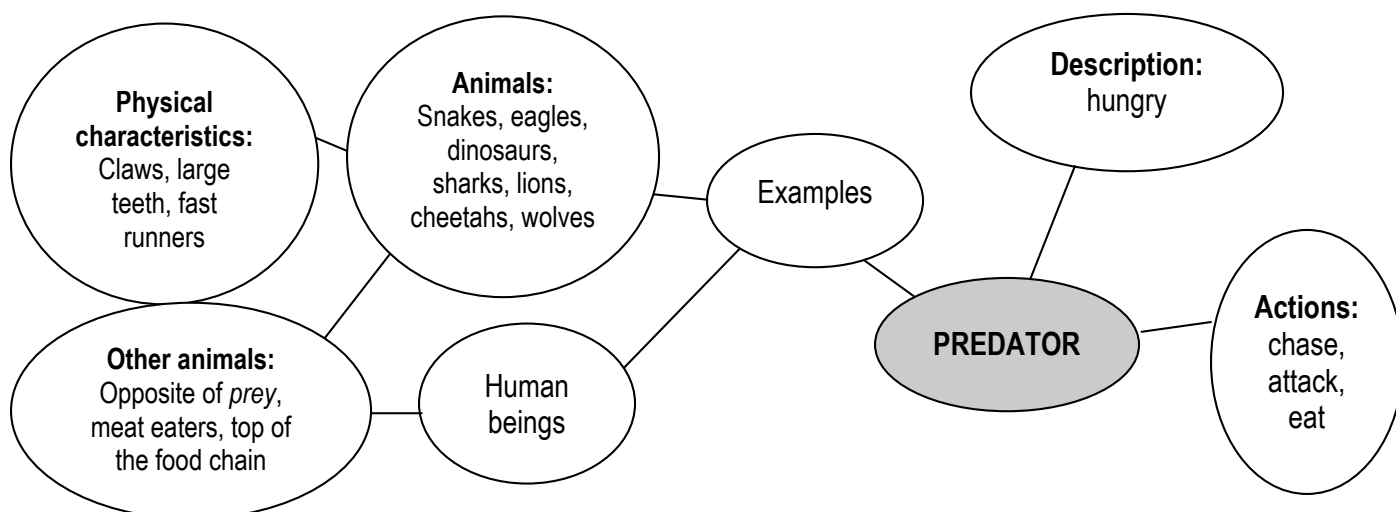
Facilitating Vocabulary and Oral Language Development

Example 1: Semantic Maps

Students can use this graphic organizer to brainstorm everything they know about a word.



Students can use this graphic organizer to illustrate the relationships among words, ideas, and concepts.



Example 2: Semantic Feature Analysis

The following organizer can be used with vocabulary related to narrative or informational texts. Put checks under the features that match each example.

Here is an example for narrative texts:

EXAMPLES	FEATURES	Courageous	Amiable	Greedy	Curious	Helpful
Jack (of <i>Jack and the Beanstalk</i>)						
Goldilocks						
Little Red Riding Hood						
The Giant						
Baby Bear						
The Big, Bad Wolf						

Here is an example for informational texts:

EXAMPLES	FEATURES	Lived on the plains	Fished for sustenance	Rode horses	Lived in the woods	Lived next to the ocean	Farmed	Lived in pueblos
Apache								
Pawnee								
Cherokee								
Comanche								
Mohican								
Hopi								

Adapted from: Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.

Observation Tools

Observation: Behavior and Classroom Management		
Teacher: _____	Number of Students: _____	Minutes Observed: _____
CATEGORY	NUMBER OF TIMES OBSERVED	COMMENTS
Behavior		
Rules and expectations are posted		
Consequences are posted		
System for communicating behavioral outcomes to students is in place		
Student raises hand		
Student calls out		
Student gets out of chair		
Student gets off task or exhibits other behavioral issues		
Teacher redirects behavior		
Room Arrangement		
Desks are in table groups		
Desks are in rows		
Teacher table with chairs is easily accessible		
Teacher table is positioned to allow for easy viewing of class		
Teacher spends time finding materials		

Observation: Time Management		
Teacher: _____ Number of Students: _____ Minutes Observed: _____		
CATEGORY	NUMBER OF TIMES OBSERVED	COMMENTS
< 1-minute transition		
1- to 3-minute transition		
3- to 5-minute transition		
> 5-minute transition		
Total number of transitions		
Class spends time lining up		
Total time spent on management and transitions		
Total time spent on instruction		
Time-Management Techniques		
Teacher gives students specific time to complete tasks		
Students participate in instructional activities in line		
Teacher redirects student behavior immediately		
Other techniques observed		

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