



The Process of Differentiating Instruction: I Do . . . WE Do . . . YOU Do! Through the Lens of the Reading Coach

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Excellent teaching is of immense importance. So is coherent, meaning-rich curriculum. But, in the end, education is about learning. Learning happens *within* students, not *to* them. **Learning is a process of making meaning that happens one student at a time.**

Tomlinson & McTighe (2006), p. 22



Today's Agenda

Morning Session:

- **Welcome/Introduction**
- **Differentiated Instruction:** The BIG Picture
- **An Introduction to the Instructional Continuum**

Afternoon Session:

- **The Instructional Continuum**
 - ☑ **I Do:** Initial Instruction – Whole Group
 - ☑ **WE Do:** Guided Practice – Small Group Instruction
 - ☑ **YOU Do:** Independent Practice – Reading Centers
- **Essential Content and Instructional Strategies**
- **Next Steps:** Implementing Differentiated Instruction

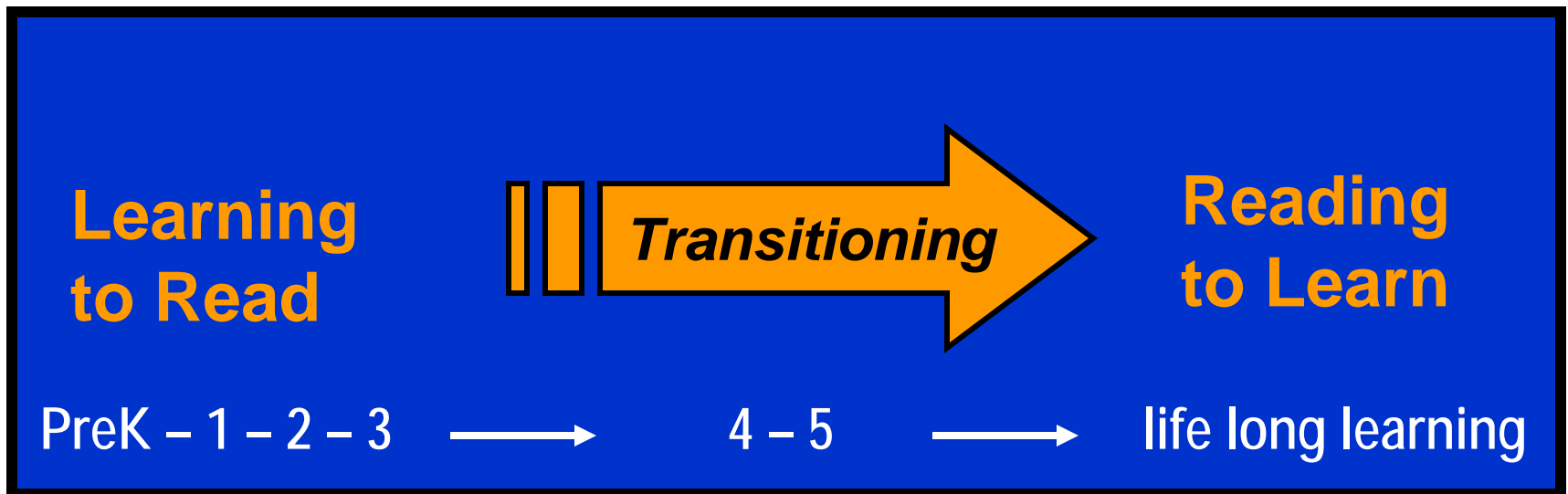


The Process of Differentiating Instruction: The BIG Picture

- **What is Differentiated Instruction?**
- **Why is Differentiated Instruction important?**
- **Who should receive Differentiated Instruction?**
- **How do we determine individual learning needs?**
- **How can we possibly meet the diverse needs of our students?**

Teaching Reading is Urgent

Children must be given the opportunity and the support to become successful readers by third grade.



A Sense of URGENCY

Grades K-3

Student
Reading
Proficiency

Resources

180 days per school year

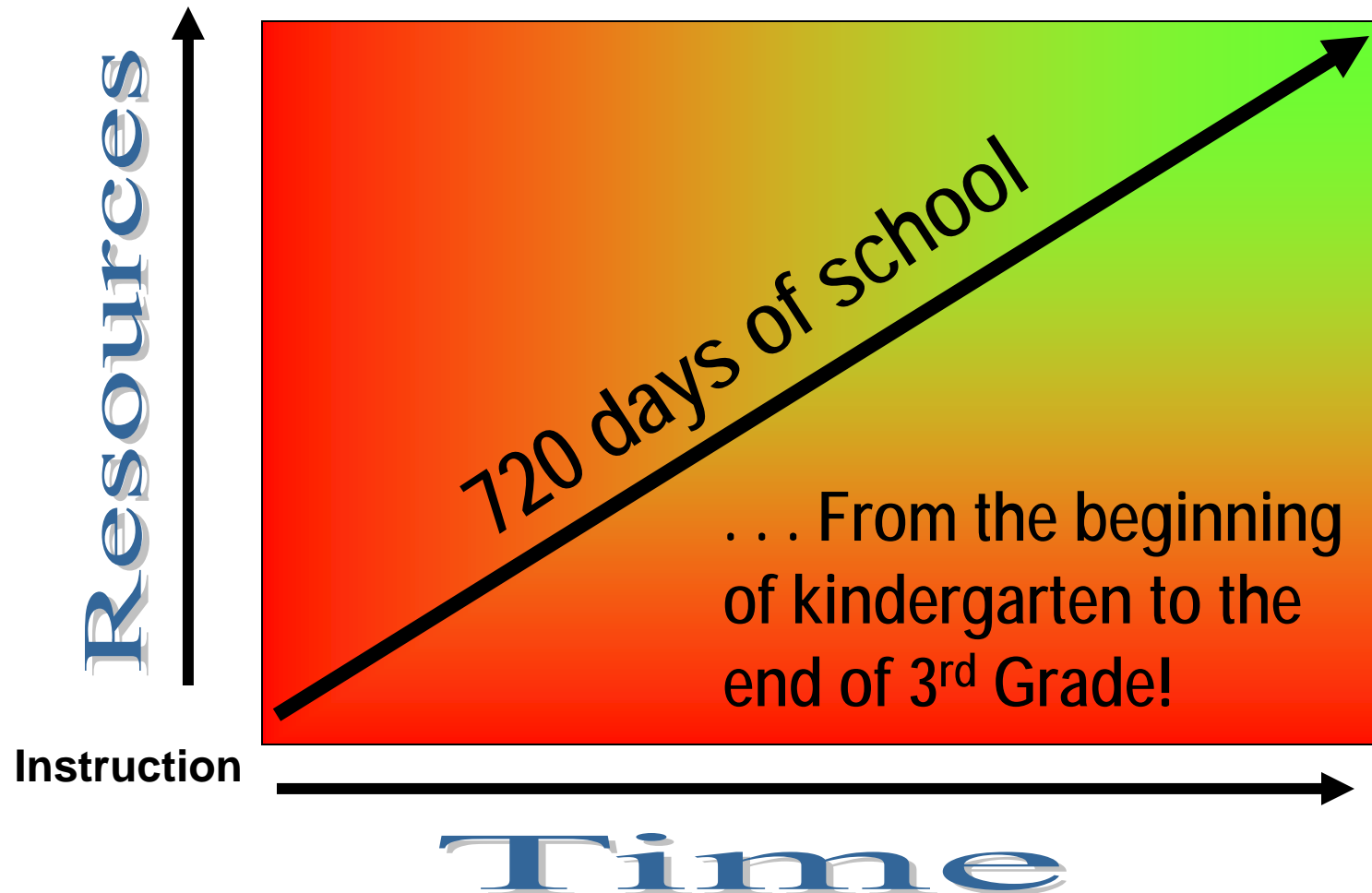
Instruction

Time

A Sense of URGENCY

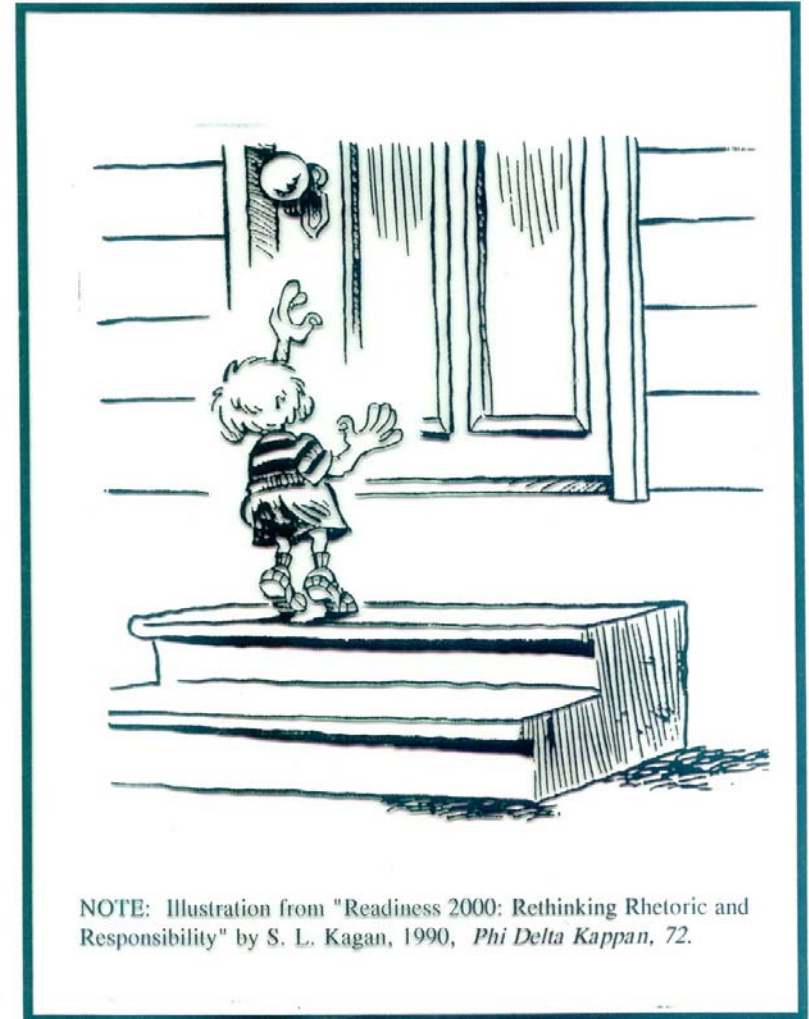
Grades K-3

Student
Reading
Proficiency



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.



Our Students . . .

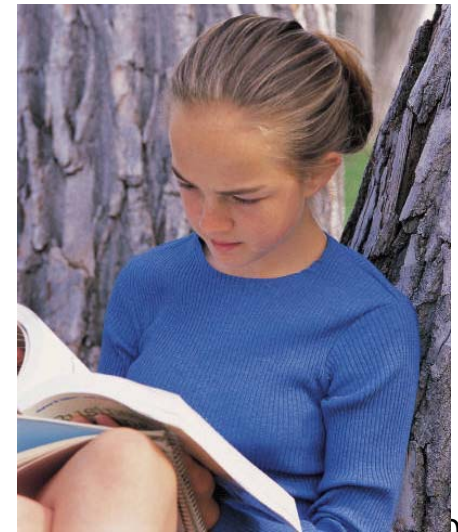
- Excel
- Struggle
- Come from various cultural backgrounds
- Speak English
- Speak another language
- Come from various socio-economic backgrounds
- Are male
- Are female
- Are confident
- Are shy



An Important Goal:

Teach students the skills and strategies they need to become independent, proficient readers by the end of 3rd Grade – AND to instill the desire to read for information and enjoyment.

HOW do we do that?



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 thinking,
not a formula or recipe.”**

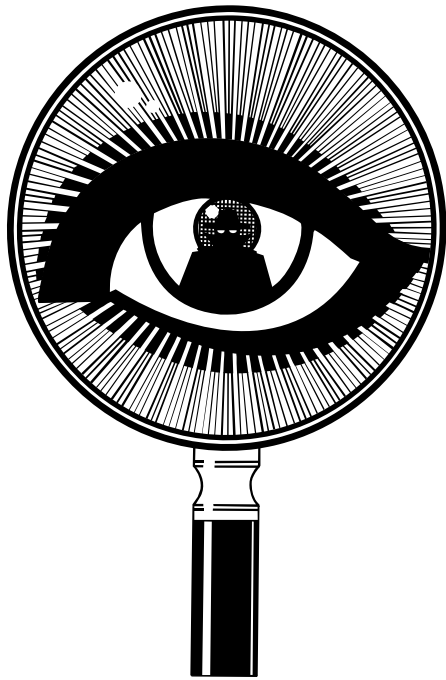
Tomlinson and McTighe (2006), p.10.

Who should receive differentiated instruction?



ALL students

What Really Matters in Teaching and Learning



A Closer Look at . . .

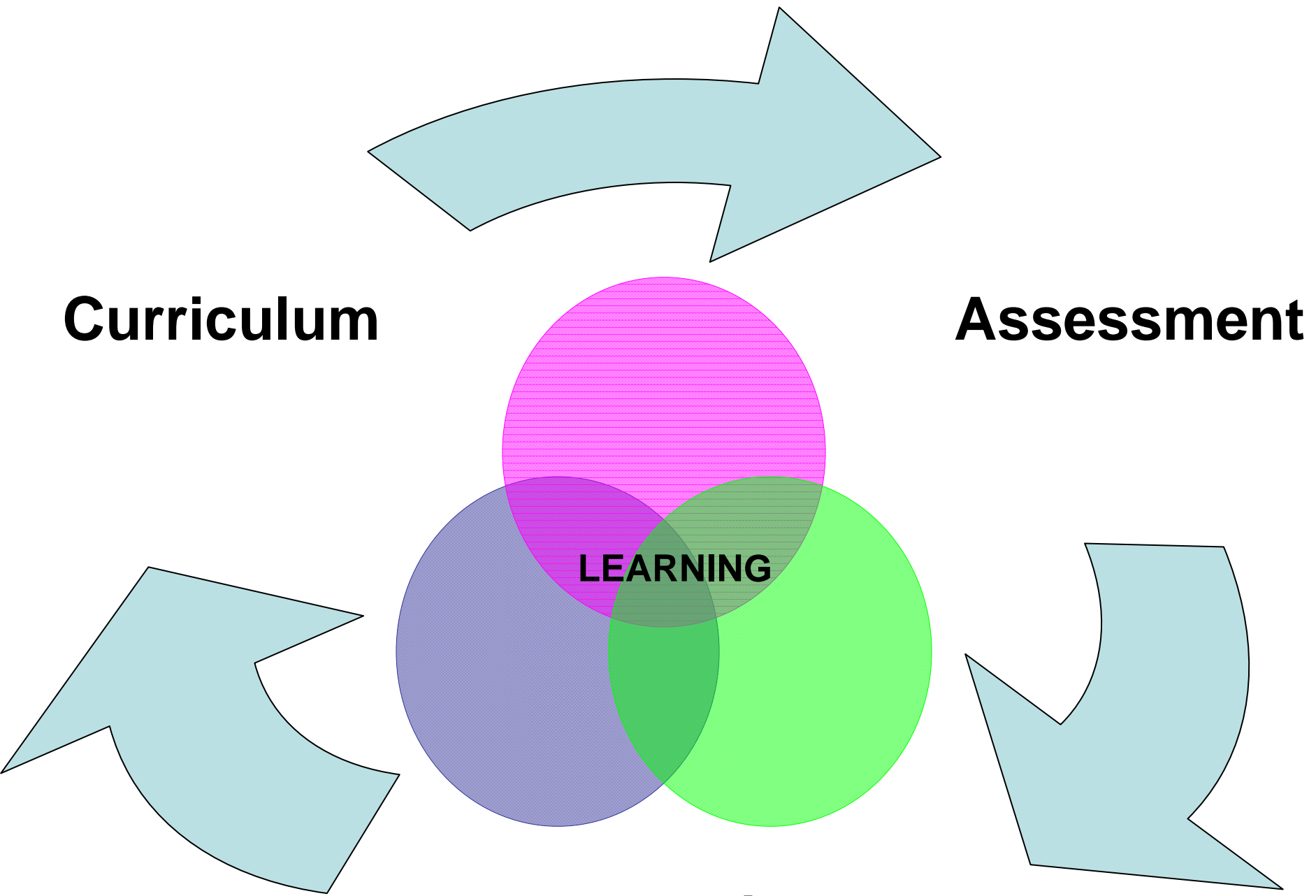
**curriculum,
instruction,
and assessment**

Curriculum

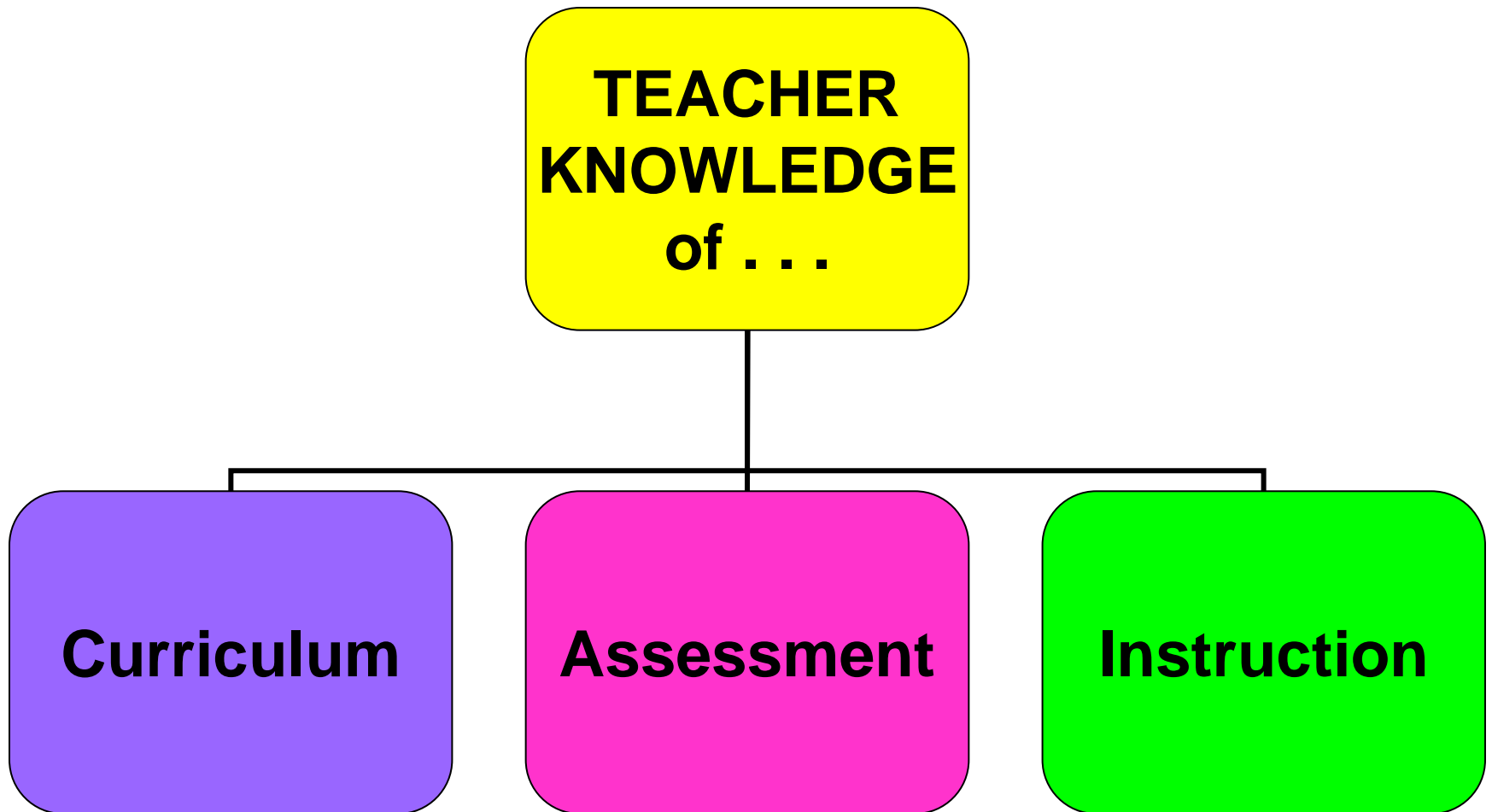
Assessment

LEARNING

Instruction



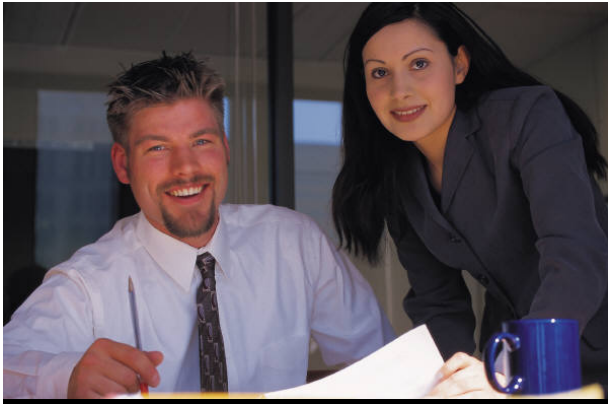
Effective Teaching: The BIG IDEAS



Curriculum

WHAT do I teach?

- Essential Content
- Scope and Sequence
- Aligned to the State Academic Standards
- Learning Goals
- Performance Tasks
- Designated Core Learning System (materials)



Identify Essential Content (what children should know)

How do we determine what children should know?

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



Rhode Island Grade Level Expectations

Reading Content Clusters:

- Early Reading Strategies
 - Phonemic Awareness & Phonological Awareness (R-9)
 - Concepts of Print (R-10)
- Reading Fluency & Accuracy
 - Reading Fluency & Accuracy (R-11)
- Word Identification Skills and Strategies
 - Word Identification and Decoding Strategies (R-1)
- Vocabulary
 - Vocabulary Strategies (R-2)
 - Breadth of Vocabulary (R-3)



Rhode Island Grade Level Expectations

continued:

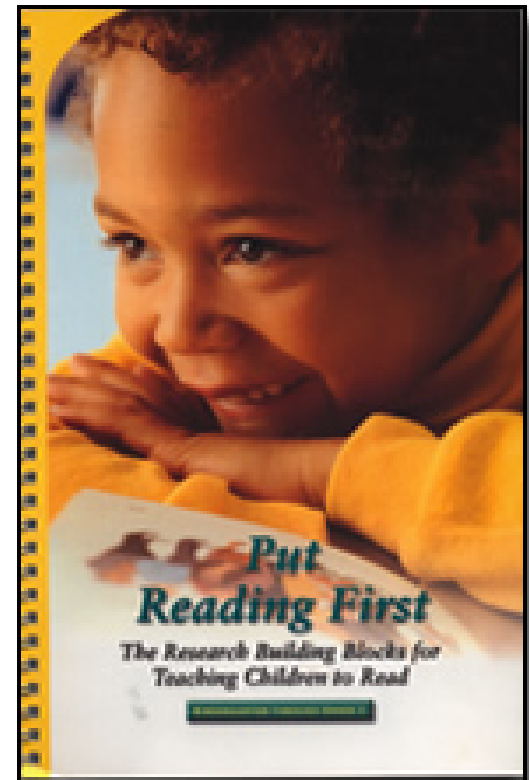
Reading Content Clusters:

- Literary Texts
 - Initial Understanding of Literary Texts (R-4)
 - Analysis & Interpretation of Literary Text, Citing Evidence (R-5, R-6)
 - Generates a Personal Response (R-16)
- Informational Texts
 - Initial Understanding of Informational Texts (R-7)
 - Analysis & interpretation of Informational Texts (R-8)
- Reading Strategies
 - Strategies for Monitoring & Adjusting Reading (R-12)
 - Reading Comprehension Strategies (R-13)
- Breadth of Reading
 - Reading Widely & Extensively (R-14)
 - Participating in a Literate community (R-17)
 - Reading for Research Across Content Areas, grades 3-12 (R- 20 15)

What is the Essential Content for K-3 Reading Instruction?

There are five *Research Building Blocks* (essential elements) for teaching children to read:

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



Put Reading First, 2001.

Types of Curriculum



1. **Recommended Curriculum** = recommended by experts in the field (ASCD, National Standards, IRA)
2. **Written Curriculum** = state, district, school, and teacher documents specifying what is to be taught
3. **Supported Curriculum** = what is in instructional materials (textbooks, media)
4. **Tested Curriculum** = what is embodied in state tests, school tests, and teacher tests



- 5. **Taught Curriculum** = what teachers actually deliver
- 6. **Learned Curriculum** = what students learn
- 7. **Hidden Curriculum** = unintended content learned from school culture and climate
- Excluded Curriculum** = what has been left out, intentionally or not

Assessment

Where do I **START** instruction?

How do I **EVALUATE** student learning?

- **Screening Assessment:**

 - Foundational skills

 - Identify children at risk

- **Diagnostic Assessment:**

 - What deficits are impeding the development of reading proficiency

 - Multi-faceted approach

- **Progress Monitoring (Formative) Assessment:**

 - Curriculum-based

 - On-going (students at risk assessment more frequently)

- **Outcome (Summative) Assessment**

Data informs differentiated instruction, and differentiated instruction runs throughout the elementary reading block.

Such instruction reflects the skills and strategies learned during whole group initial instruction and reflects individual student needs.

DATA and Differentiated Instruction

1. Analysis of Screening Data

2. Review student
assessment
booklets.

Note student error
patterns.

3. Group students based
on screening data, error
patterns, and other
available data.

4. Identify skills
and strategies
for differentiated
targeted
instruction.

5. Use a Curriculum
Map of the learning
system to identify
initial instruction and
cumulative review of
the targeted skills
and strategies.

6. Determine IF and
WHEN the targeted
skills and strategies
were taught (initial
instruction) and the
number of repetitions
(cumulative review).

7. Plan re-teaching
and systematic
cumulative review of
the targeted skills
and strategies.

8. Use Progress
Monitoring
assessment to
determine student
mastery of targeted
skills and strategies,
as well as
effectiveness of
instruction.

Instruction

HOW do I teach . . .

Research on Effective Instruction indicates:

- **Quality of Instruction** - reflects quality of curriculum, lesson preparation, and teaching skill
- **Appropriate Level** - lesson is neither too easy nor too difficult
- **Effective Pacing** – time is used efficiently, the pace is “perky”
- **Incentive** - students are engaged and motivated to learn



What does Quality Instruction look like?

- ✓ **Systematic**
- ✓ **Explicit**

Systematic Instruction

Systematic - *a feature of time*

- connected series of lessons over time
- moves from explicit to implicit
- set of instructional routines from simple to complex
- cumulative review

Explicit Instruction

Explicit - *HOW instruction is delivered*

Introduction:

- New skills/concepts introduced in direct manner
- Teacher Models and Explains
- NOT a “guessing game”

Guided Practice:

- Students practice what the teacher modeled
- Teacher provides prompts and immediate feedback

Follow-Through:

- Teacher provides supported application
- Students apply the skill as the teacher scaffolds instruction

Process:

- Gradual Release of Responsibility: “*I do, we do, you do*”
- Immediate corrective feedback procedures

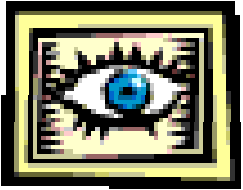
The greatest mileage from explicit instruction occurs in small group.

Curriculum-Assessment-Instruction and Differentiated Instruction

“If we had at our grasp the most elegant curriculum in the world and it missed the mark for students with learning disabilities, highly advanced learners, students with limited English proficiency, young people who lack economic support, kids who struggle to read, and a whole host of others, the curriculum would fall short of its promise” . . .

Curriculum-Assessment-Instruction and Differentiated Instruction

. . . On the other hand, if we were the most effective disciples of flexible grouping, interest-based instruction, responsive environments, and a host of instructional strategies that allow us to attend to learner variance but used those approaches in the absence of powerful curriculum, our classrooms would fail to equip students with the ideas and skills necessary to make their way in the world.”



What does Quality Instruction look like?

- ✓ **Systematic**
- ✓ **Explicit**
- ✓ **Scaffolded**

The Zone of Proximal Development

Vygotsky defined the Zone of Proximal Development (ZPD) as the distance between the most difficult task a child can do alone and the most difficult task a child can do with help.

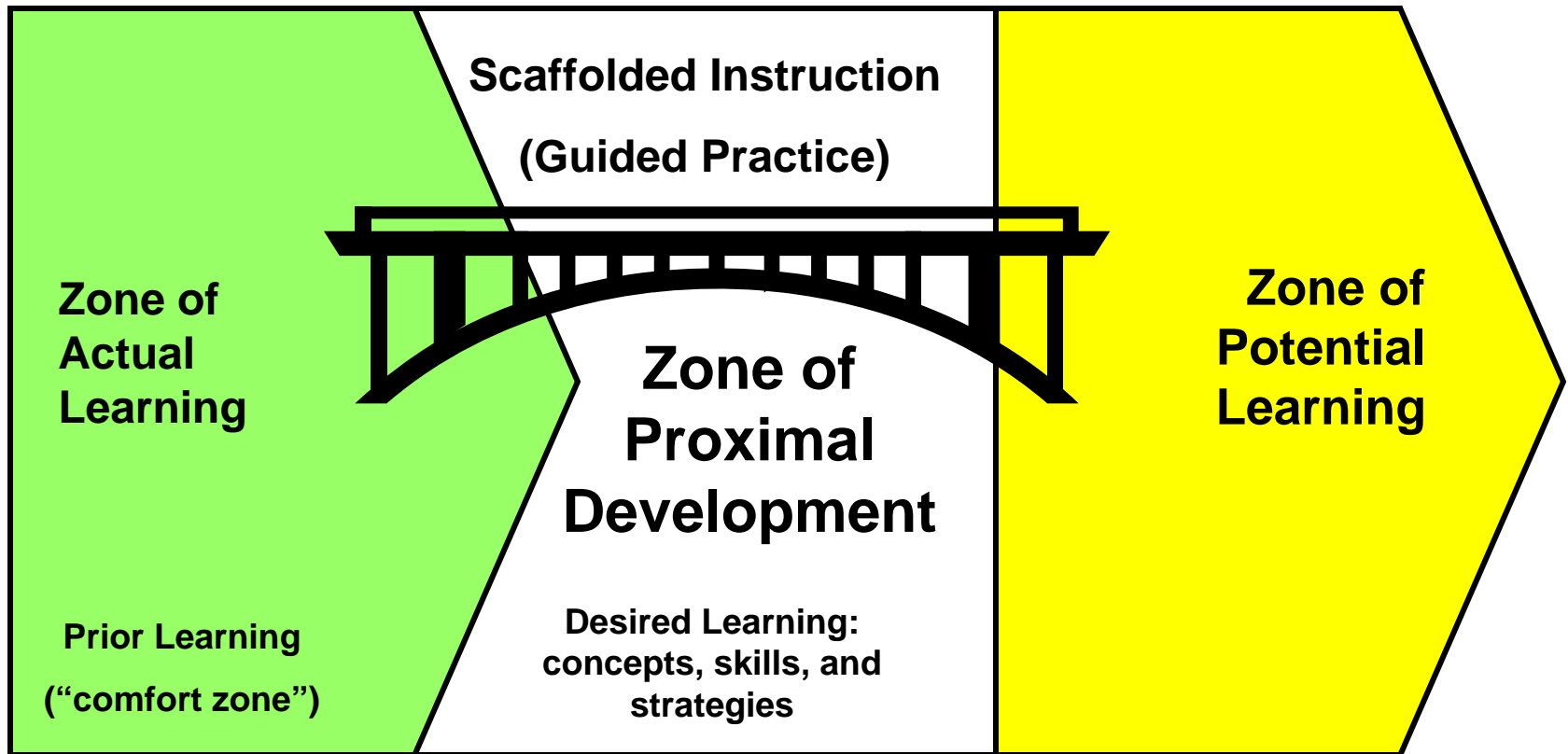
Today we will focus on how we can scaffold student learning, gradually releasing the responsibility of learning from teacher to child; from initial instruction to mastery.

This is the process of differentiating instruction.

Learning Zones

(Based on L. S. Vygotsky's Social Development of Learning Theory)

Learning is a continuum - - - - ->



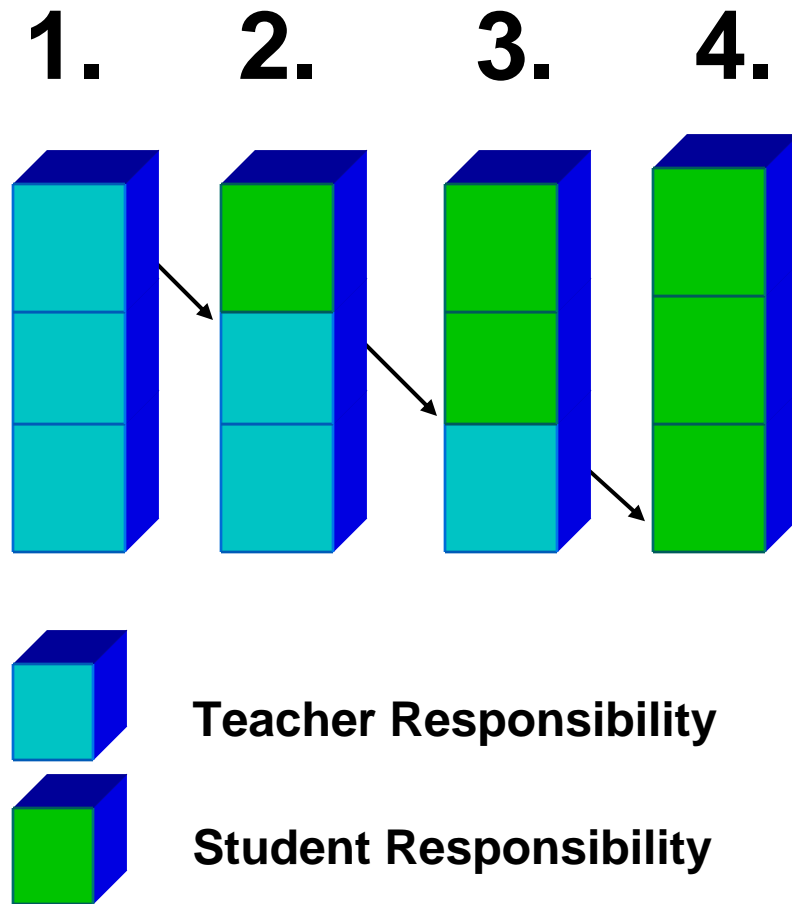
Theory to Practice

Lev Vygotsky's research and theories of learning form the basis for instructional scaffolding and the Gradual Release of Responsibility Model (GRRM).

Vygotsky believed that a teacher should help children learn new concepts and skills by interacting with them; explicitly teaching the next incremental step, then providing guided practice, and finally opportunities for independent practice and application of the skill. He referred to this teaching-learning process as **scaffolding**.

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.**

Activity: Teaching and Learning

Directions:

- Find a partner. (“A” and “B”)
- **A:** Teach your partner to whistle.
- **B:** Teach your partner to “curl” his/her tongue.
- Respond to the questions on the Activity Handout.
- Discuss this experience with your table mates.
- How do you learn most effectively?



Activity Handout: Curriculum & Instruction

Purpose:

This activity will provide an experience in instructional planning, teaching, and learning.

Directions:

1. Find a partner. (“A” and “B”)
2. A: Teach your partner how to whistle. (B – this is a “new” skill for you to learn)
3. B: Teach your partner how to “curl” his/her tongue. (A – this is a “new” skill for you to learn)
4. Reflect on this experience – as the teacher and the learner.

Answer the following questions:

1. What were the steps needed to teach your partner to whistle/curl his/her tongue? (task analysis)

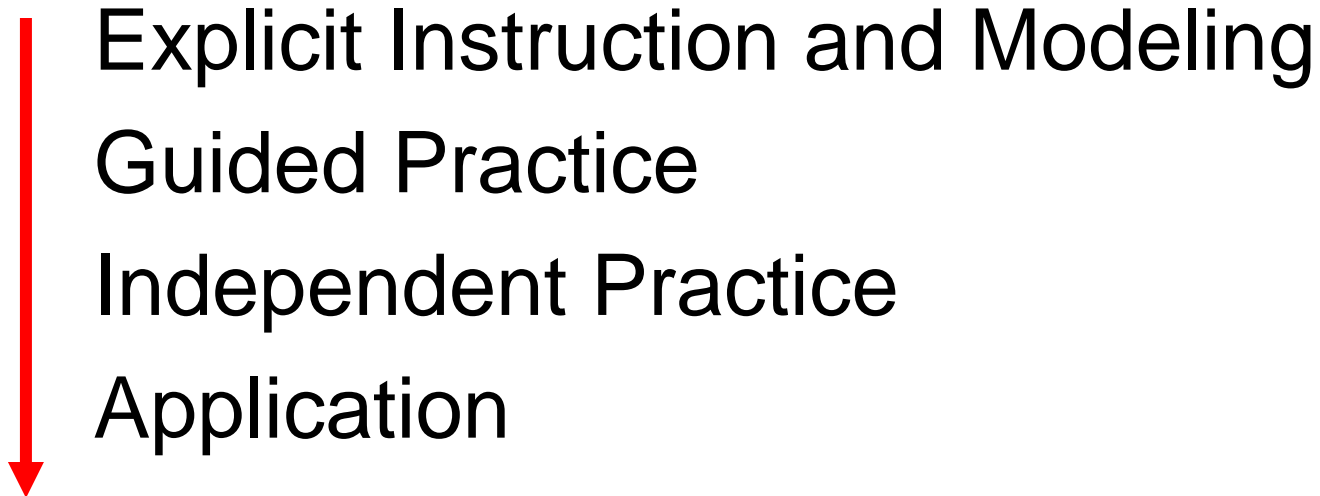
2. HOW did you teach the “skill”? (describe, explain, demonstrate, etc.)

3. How did you know when your partner learned it?

Scaffolded Instruction

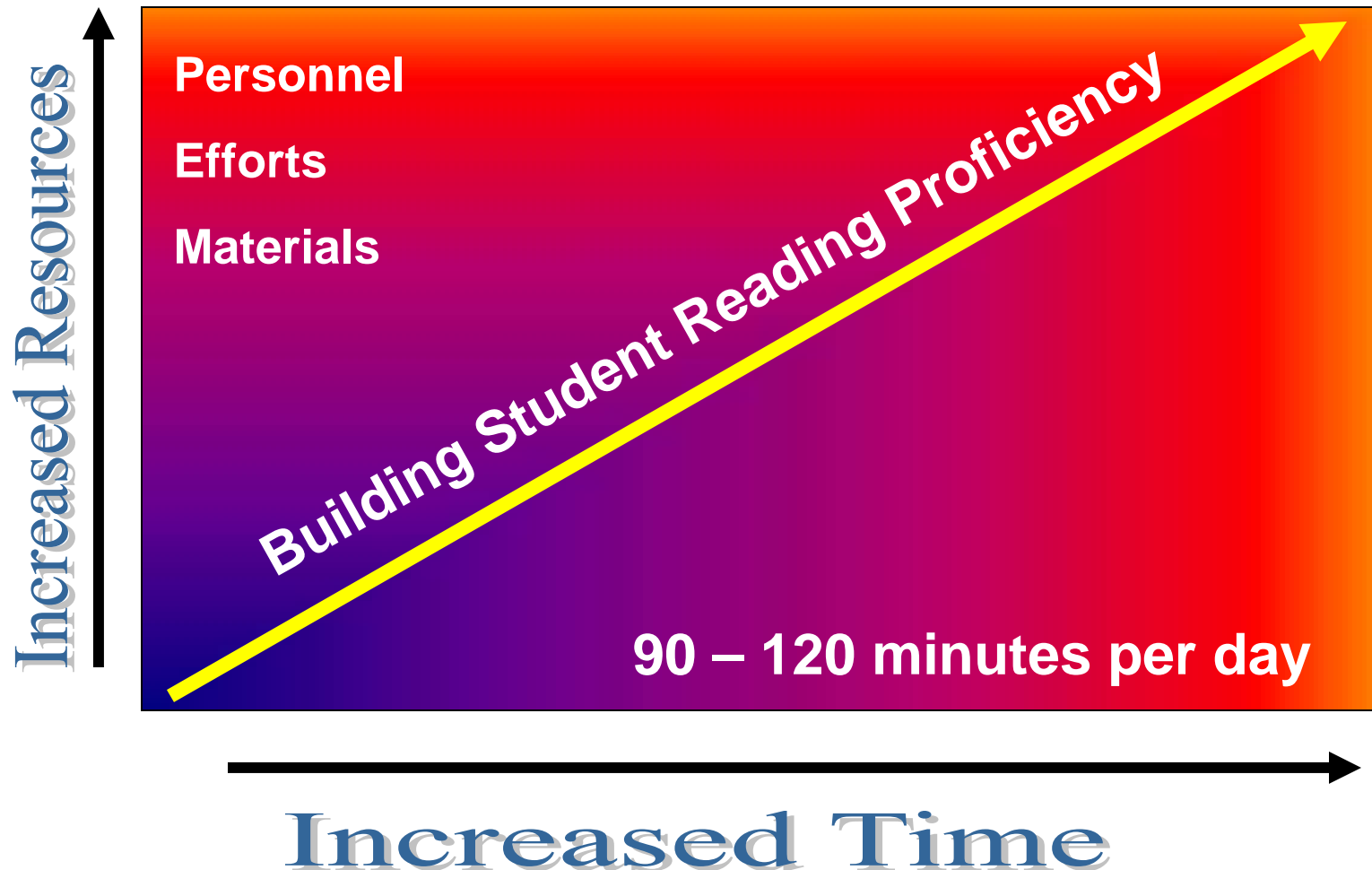
Gradual Release of Responsibility

“I do - We do - You do”

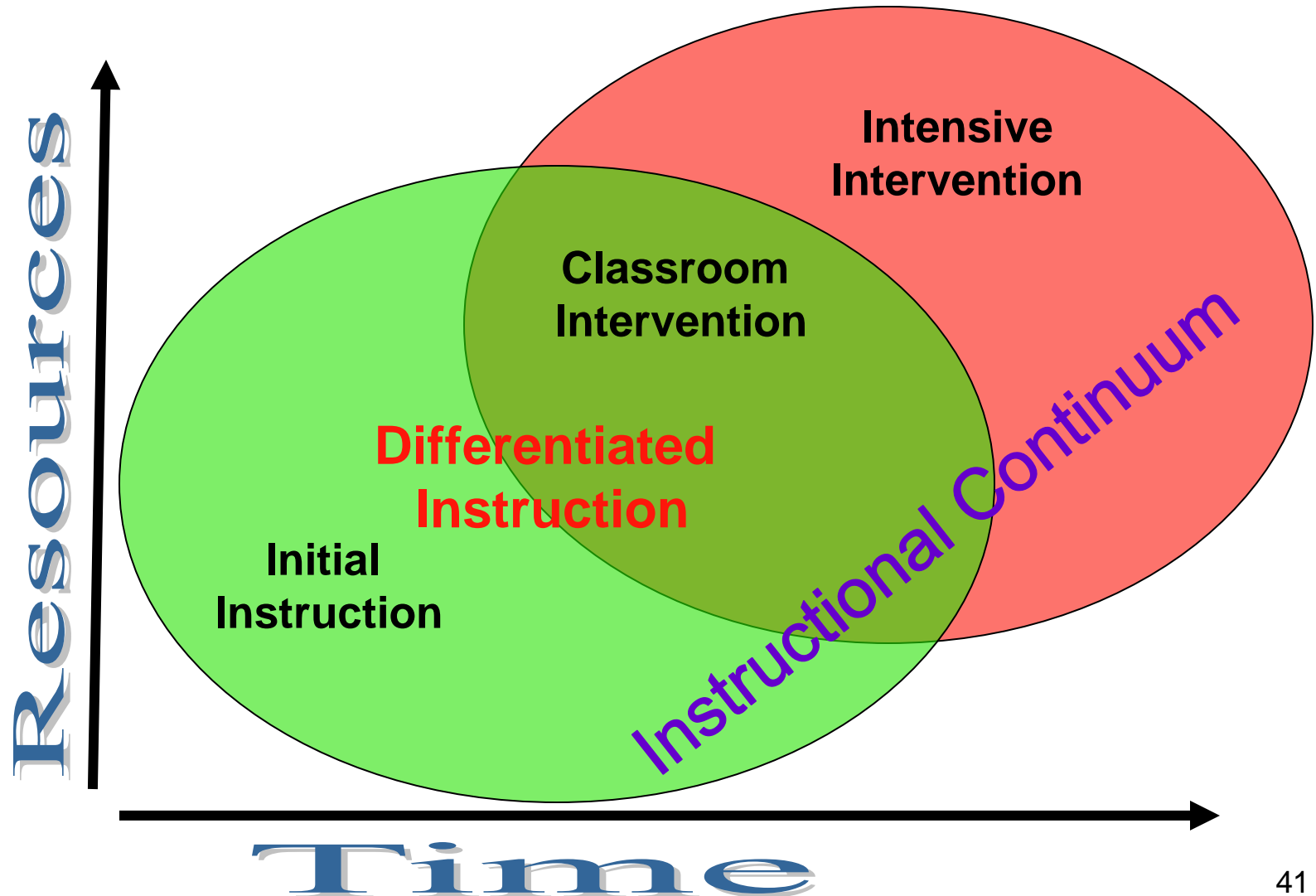


Instructional Density

The Reading Block




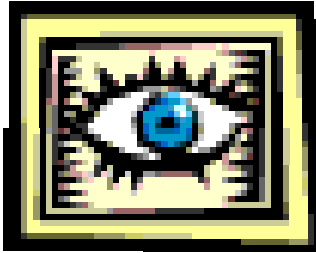
Providing Learning Opportunities for EVERY Child :



The 90-Minute Block - PLUS

The Instructional Continuum

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: <i>Based on instructional needs of ALL students.</i>	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
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Classroom Intervention	20-30 minutes	Classroom Intervention: 3 – 5 students <i>"Double Dosing" struggling readers</i>						Resources: <i>Core or Supplemental Programs</i>
Intensive Intervention	20-30 minutes	Intensive Intervention: 1-3 students <i>(Reading Specialist or Special Education Teacher)</i>						Resources: <i>Supplemental Programs</i>



What does Quality Instruction look like?

- ✓ **Systematic**
- ✓ **Explicit**
- ✓ **Scaffolded**
- ✓ **Differentiated**



Activity:

A Moment for Reflection

Turn to your partner or table mates. As a result of this morning's session:

1. Share one instructional idea or practice that you already believe and/or do that was confirmed.
2. Share one instructional idea or practice that was new or you were able to view it from a different perspective?
3. Share one question that you still have regarding differentiated instruction or the instructional continuum.



The Most Important Reading First Goals:

1. **Increase** the percentage of students reading “at grade level” each year at each grade level from kindergarten through third grade
2. **Decrease** the percentage of students with serious reading difficulties each year at each grade level



Instructional Continuum:

Targeting student
learning needs through
Differentiated Instruction



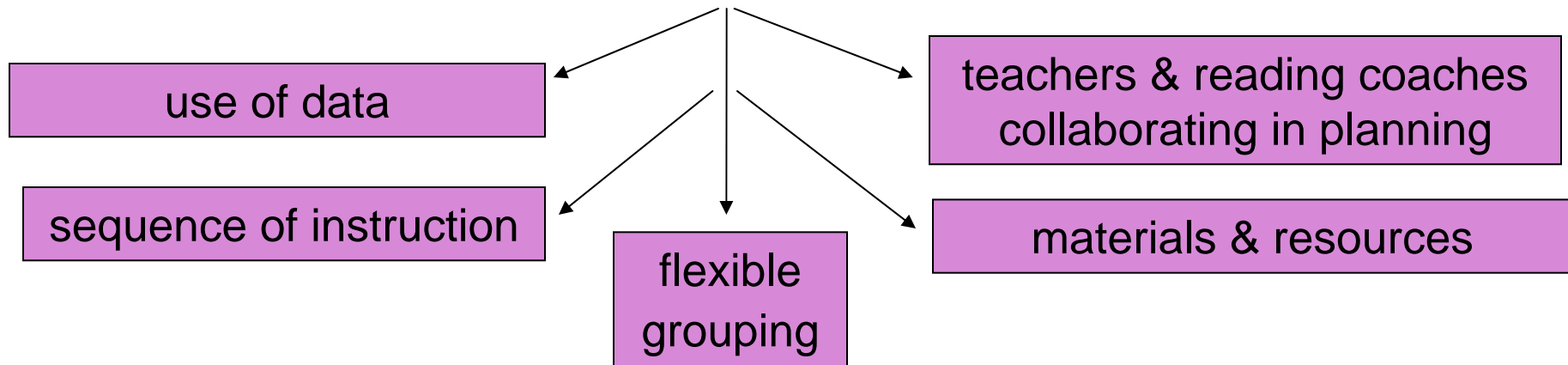
Delivery: How We Teach

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

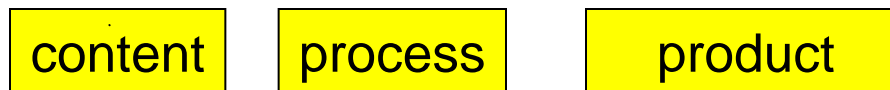
Differentiation of Teacher-Directed Instruction:

is a teacher's response to learners' needs

guided by general principles of differentiation, such as



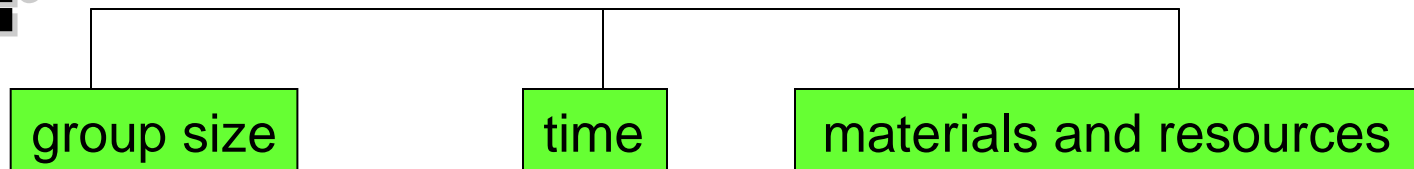
Teachers can differentiate instruction by:



What?

Increasing **intensity** through:

How?



*Adapted from:
Tomlinson & Allan
(2000)*

Focusing on Differentiated Small Group 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: <i>Based on instructional needs of ALL students.</i>	Differentiated Instruction: Small Group Instruction: Groups 1, 2, 3, & 4						Resources: Group Instructional Focus
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Classroom Intervention	20-30 minutes	Classroom Intervention: 3 – 5 students <i>"Double Dosing" struggling readers</i>						Resources: Core or Supplemental Programs
Intensive Intervention	20-30 minutes	Intensive Intervention: 1-3 students <i>(Reading Specialist or Special Education Teacher)</i>						Resources: Supplemental Programs



I Do . . .

Explicit Whole Group Instruction

Focusing on Differentiated Small Group Instruction

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Quality Initial Instruction

- ✓ Whole Group Instruction
- ✓ Teach ALL children the essential grade level reading concepts, skills, and strategies
- ✓ Provide explicit and systematic instruction
- ✓ Teacher modeling and guided practice
- ✓ Follow the sequence of instruction of the curriculum and the comprehensive learning system (systematic instruction)
- ✓ Use assessment data to guide instructional decisions

Quality Initial Instruction

- ✓ Build and extend oral language and vocabulary
- ✓ Read Alouds – Think Alouds – Book Walks – Target Words
- ✓ Tap children's curiosity, eagerness to learn, humor, and joy
- ✓ Actively engage students in the learning process
- ✓ “Perky” instructional pace – teacher engagement

Core Program – Sequence of Instruction

Building reading skills and strategies is similar to building a wall. Each skill and strategy, (brick by brick) adds to a child's understanding of the reading process.

It is essential for teachers to provide the opportunity for each child to begin with a strong foundation in reading skills and strategies.



How do teachers explicitly teach students to monitor and repair comprehension?

Think Aloud

What is a Think-Aloud?

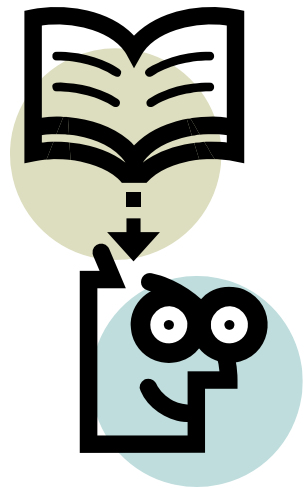
“A think-aloud is a metacognitive technique or strategy in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension.”

Harris & Hodges (1995, p. 256)

Teacher “Think Aloud”

By thinking aloud, a teacher is able to model strategies that good readers use . . .

The teacher demonstrates:



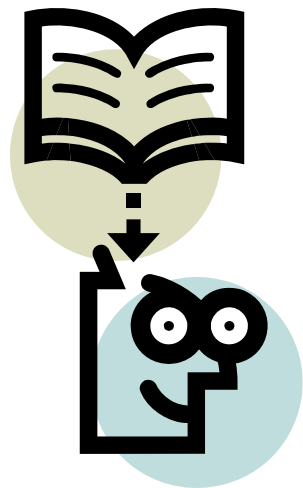
- How to overview the text.
- How to make predictions.
- How to look for important information.
- How to connect to an author's BIG ideas.
- How to ask questions.
- How make connections (text to self, text to world, text to text).

Teacher “Think Aloud”

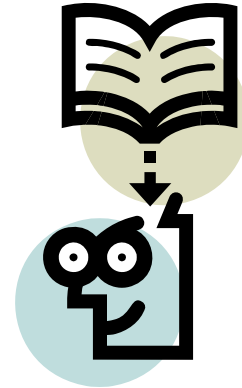
By thinking aloud, a teacher is able to model strategies that good readers use to obtain meaning from text . . .

The teacher demonstrates:

- How to picture in your mind what is happening in a story or book.
- How to reread certain parts.
- How to determine word meanings from context.
- How to activate relevant knowledge.
- How to stop and summarize what has happened.

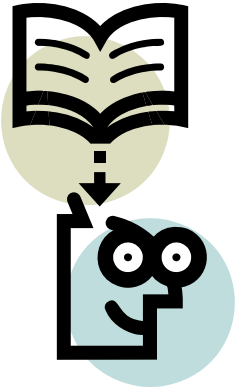


A Think Aloud Demonstration:



This demonstration is of a “Think Aloud.”
During the demonstration, observe:

1. How does the presenter use metacognition to make her thinking “visible”?
2. What strategies are targeted?



Think-Aloud Snippets . . .

Text to World: *Amazing World of Butterflies and Moths*



Text to Text

Text to Self



THINK ALOUDS

Teacher Dialogue Starters

- Connect with Prior Knowledge

This reminds me of . . .

I remember something like this that happened to me when . . .

- Predict/Anticipate

I wonder if . . .

I wonder who . . .

I think I know what is coming next . . .

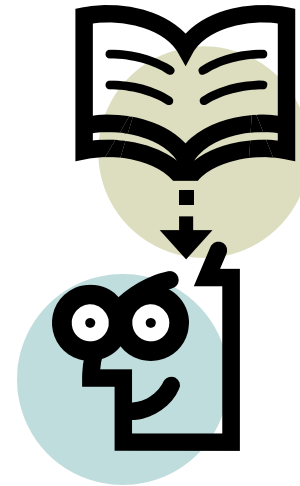
I think we will learn how . . .

- Question/Monitor

I wonder what it means when . . .

I don't understand . . .

I am going to reread that because it didn't make sense . . .



THINK ALOUDS

Teacher Dialogue Starters

- **Imagine/Infer**

Even though it isn't in the picture I can see that . . .

Mmm, I can almost taste the . . .

I can picture the . . .

- **Summarize/Conclude**

The most important thing I have learned so far is . . .

It didn't say why she did that but I bet . . .

So far I have learned that . . .

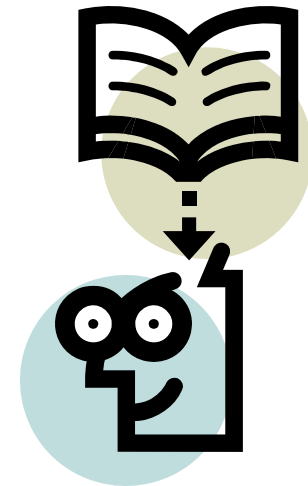
- **Evaluate/Apply**

My favorite part in this chapter was. . .

I really like how the author . . .

What I don't like about this part is . . .

It was interesting to learn that . . .



Teach Essential Content

- Teach ALL children the essential content of the grade level (concepts, skills, and strategies).
- Target and plan instruction based on valid and reliable data.
- Focus on accelerating instruction for struggling learners, NOT remediation.
- Scaffold learning using a gradual release of responsibility model.

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 (and pre-teaching) of grade level concepts, skills, and strategies
- Application and guided practice of skills and strategies

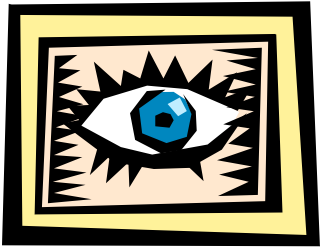


WE Do . . .

Guided Practice - Small Group Instruction

Focusing on Differentiated Small Group Instruction

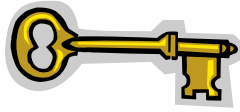
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What Does Small Group Instruction Look Like?

Questions to Guide Teachers:

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?



Grouping

- **Forming Groups**
- **Intensity of Instruction**
 - Size of group
 - Length of time for instruction
 - Instructional materials
 - Level of explicitness
 - Pacing and scaffolding
 - Progress Monitoring schedule
- **Re-grouping**
- **Intervention**

Flexible Grouping

**Red
Group**

Daniel

Dora

Eliza

Rodney

**Green
Group**

Antwon

Alex

Delia

Angela

**Blue
Group**

Chris

Larah

Gerry

Tina

Jay

**Purple
Group**

Felicia

Natalia

Jade

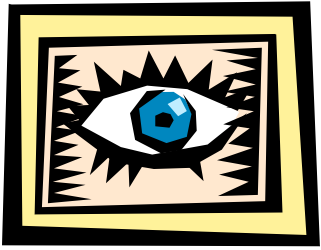
Aaron

Clarissa

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

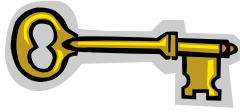
Differentiating reading instruction enables teachers to plan strategically so that they can meet the needs of both weaker and stronger students.

Tyner (2004)



What Does Small Group Instruction Look Like? Questions to Guide Teachers:

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?



Grouping

- **Forming Groups**
- **Intensity of Instruction**
 - Size of group
 - Length of time for instruction
 - Instructional materials
 - Level of explicitness
 - Pacing and scaffolding
 - Progress Monitoring schedule
- **Re-grouping**
- **Intervention**

Differentiated Instruction

- Small Group Instruction
- Groups: Flexible and based upon assessment and observational data
- Pre-teaching and Re-teaching: Grade level concepts, skills, and strategies
- Targeted Instruction to fill in gaps (learning to mastery)

continued on next slide

Differentiated Instruction

- Essential content (Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension)
- Resources: Core Program, manipulatives, leveled text (instructional level)
- Explicit and Systematic Instruction
- Progress Monitoring to determine student progress and learning needs

Quality Differentiated Small-Group Instruction

The Classroom Teacher must:

- ✓ Have an in-depth knowledge of the core program, essential content, leveled text, sequence of skills, and instructional strategies
- ✓ Use assessment data and observation to target instruction
- ✓ Provide systematic and explicit instruction
- ✓ Motivate and engage learners
- ✓ Be prepared and organized
- ✓ **Meet the needs of ALL learners – NO EXCUSES**

Small Group Instruction: ABOVE Grade Level (Advanced)

- Guided Practice, if needed, of grade level skills and strategies
- Explicit and systematic instruction of advanced skills and strategies
- Text at students' reading level
(above grade level)
- Small group instruction aligned to independent practice.

Small Group Instruction: ON TARGET (Benchmark)

- Guided Practice of grade level skills and strategies
- Explicit and systematic reteaching, if needed, of grade level skills and strategies
- Text at students' reading level (grade level)
- Small group instruction aligned to independent practice.

Small Group Instruction:

SLIGHTLY BELOW TARGET (Strategic)

- Pre-teaching of grade level skills and strategies
(before whole group initial instruction)
- Guided practice of grade level skills and strategies
(after whole group initial instruction)
- Explicit and systematic reteaching, if needed, of grade level skills and strategies
- “Double dose” small group instruction (classroom intervention)
- Text at students’ reading level (slightly below grade level)
- Small group instruction aligned to independent practice

Small Group Instruction: Extremely Deficit (Intensive)

- Targeted instruction of skills and strategies to fill learning “gaps”
- Guided practice of targeted skills and strategies
- Explicit and systematic reteaching, of grade level skills and strategies
- Guided practice of grade level skills and strategies
- “Double dose” small group instruction (intensive intervention)
- Text at students’ reading level (below grade level)
- Small group instruction aligned to independent practice

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

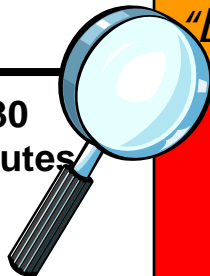


Intervention:

Scaffolding Struggling Readers

Focusing on Differentiated Intervention

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: <i>Based on instructional needs of ALL students.</i>	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
Classroom Intervention	20-30 minutes	Classroom Intervention: 3 – 5 students <i>"Double Dosing" struggling readers</i>						Resources: Core or Supplemental Programs
Intensive Intervention	20-30 minutes	Intensive Intervention: 1-3 students <i>(Reading Specialist or Special Education Teacher)</i>						Resources: Supplemental Programs



Classroom Intervention

- “Double Dose” instruction to accelerate learning (classroom teacher)
- Increase instructional intensity (additional time, small group size, precision instruction)
- Precise instruction: focus on specific learning needs (concepts, skills, and strategies)
- Focus on accuracy and fluency

continued on next slide

Classroom Intervention

- Resources: Core Program and/or supplemental programs, manipulatives, leveled text (instructional level)
- Explicit and Systematic Instruction
- Progress Monitoring (at least once each month) to determine student progress and learning needs
- Graph student learning trajectories

Intensive Intervention

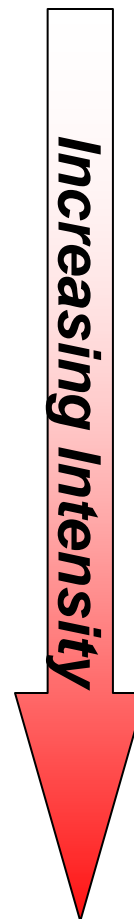
- “Double Dose” instruction to accelerate learning (Reading Specialist and/or Special Education Teacher)
- Students usually have IEPs
- Increase instructional intensity (additional time, small group size, precision instruction)
- Focus on specific learning needs – targeted instruction (concepts, skills, and strategies)
- Fill learning gaps

Intensive Intervention

- Focus on accuracy and fluency
- Resources: Supplemental Programs and/or alternative core program, manipulatives, leveled text (instructional level)
- Explicit and Systematic Instruction
- Progress Monitoring (at least every 2 weeks) to determine student progress and learning needs
- Graph student learning trajectories

Alterable Variables to Intensify Instruction

Alterable Components	Level of Specific Enhancements				
Options	1	2	3	4	5
Program Emphasis	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement specially designed program
Time (Opportunities to Learn)	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group).	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
Grouping for Instruction	Check group placement & provide combination of whole & small group instruction.	Schedule additional small group opportunities for specific practice	Reduce group size	Provide individual instruction	





YOU Do . . .

Independent Practice – Reading Centers

Independent Practice:

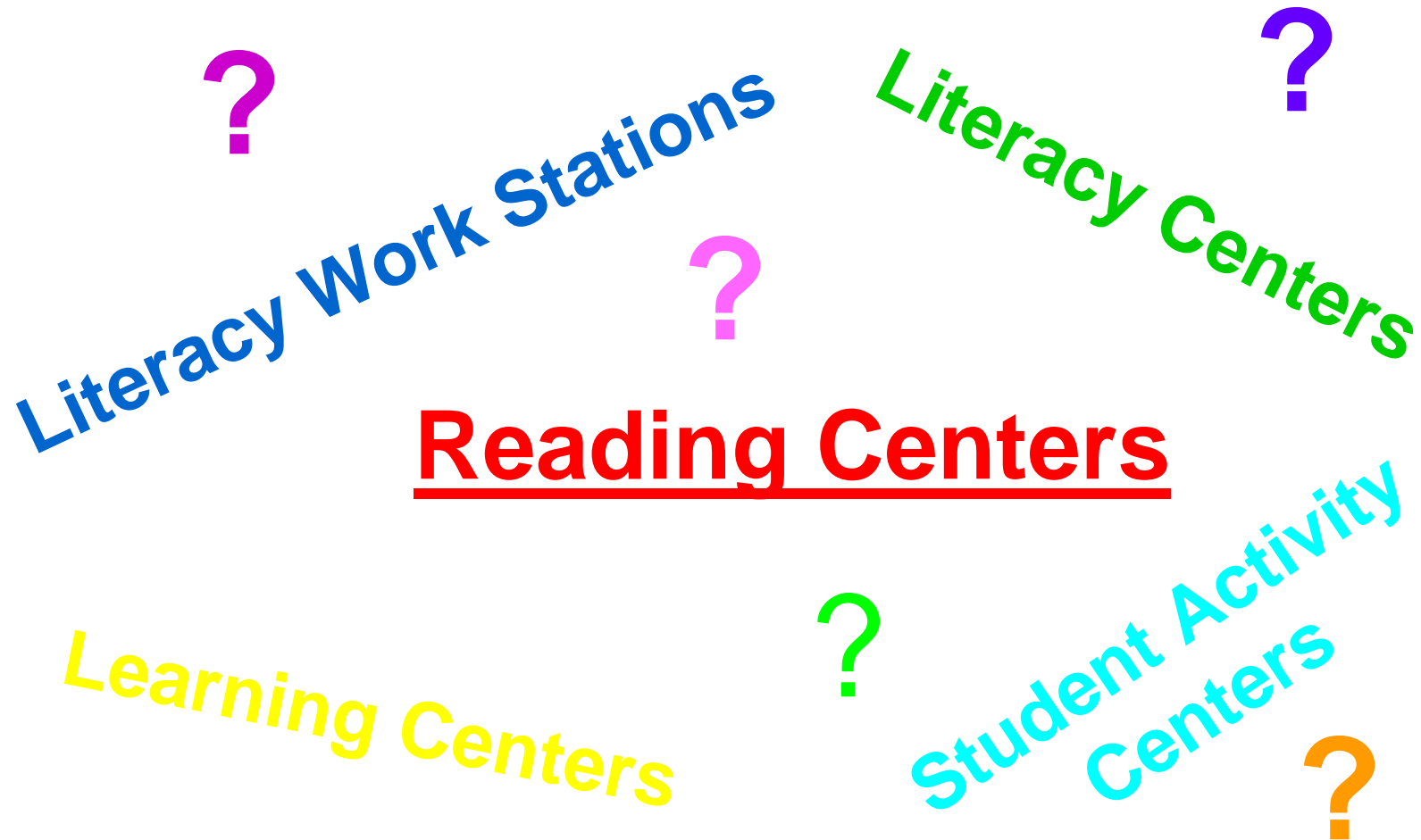
Student Center Activities:

- 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

What is in a Name?





Independent Practice:

Reading Centers provide independent practice for concepts, skills, and strategies that were already taught and practiced with guidance.



**Perfect
Practice
makes**



PERMANENT!

Is it an Appropriate Reading Center?

1. Has the skill or strategy already been taught explicitly by the teacher?
2. Has the teacher provided guided practice of the skill or strategy?
3. Is this practice or review of the skill or strategy?



Implementing Reading Centers

- The effectiveness of Student Activities to provide independent practice for reading skills and strategies is dependent upon successful implementation of Reading Centers.
- This video clip from *FCRR/Just Read, Florida!* Provides a glimpse of a teacher giving explicit directions for a Reading Center activity.

Phonological Awareness

PA.001 Rhyme Recognition
Matching with Rhyme

Objective
The student will recognize rhyming words.

Materials

- CD or tape player
- Headphones
- CD or tape with rhyming songs
- Glue (per paper hands on separate article - Activity Master PA.002.AM2)
- Paper
- Crayons or markers

Activity
The student will create a rhyming song by the listening center using a CD or tape player and headphones. The student will create a rhyming song by the listening center using a CD or tape player and headphones. The student will create a rhyming song by the listening center using a CD or tape player and headphones.

and Adaptations
Using paper, glue, and markers.

Comprehension

CC.001 Reading Comprehension
The student will identify main ideas and details in a given text.

Objective
The student will identify main ideas and details in a given text.

Materials

- Headphones
- CD or tape with rhyming songs
- Glue (per paper hands on separate article - Activity Master PA.002.AM2)
- Paper
- Crayons or markers

Activity
The student will create a rhyming song by the listening center using a CD or tape player and headphones. The student will create a rhyming song by the listening center using a CD or tape player and headphones. The student will create a rhyming song by the listening center using a CD or tape player and headphones.

and Adaptations
Using paper, glue, and markers.



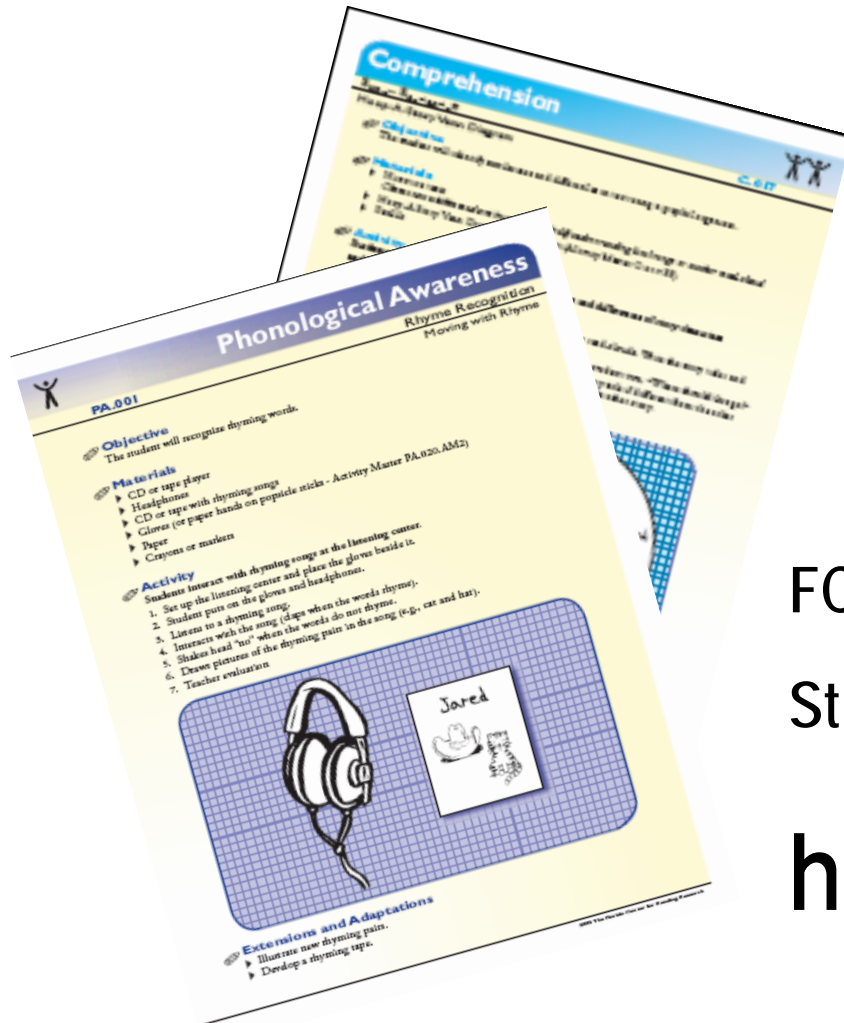
Implementing Reading Centers

As you watch this video clip, think about these guiding questions:

1. What is the student grouping?
2. How does the teacher use the Gradual Release of Responsibility Model to prepare the children for the center activity?

The image shows two educational worksheets. The top worksheet is titled 'Phonological Awareness' and 'Rhyme Recognition'. It includes an objective: 'The student will recognize rhyming words.' and materials: 'A CD or tape player', 'Headphones', and 'A CD or tape with rhyming words'. It also mentions a 'rhyming words - Activity Master (PA.001.AM2)'. The bottom worksheet is titled 'Comprehension' and 'Venn Diagram'. It includes an objective: 'The student will identify similarities and differences in two texts using a Venn Diagram.' and materials: 'Headphones', 'A CD or tape player', 'A CD or tape with rhyming words', and 'A Venn Diagram'. It also mentions a 'Venn Diagram - Activity Master (PA.001.AM2)'. The Venn Diagram section shows two overlapping circles labeled 'Three Little Pigs' and 'Little Red Riding Hood'. The intersection is labeled 'bad wolf'. The 'Three Little Pigs' circle contains 'three pigs' and 'hunts for food'. The 'Little Red Riding Hood' circle contains 'Grandma' and 'took food to grandma'.

FCRR Student Center Activities



FCRR K-1 and 2-3

Student Center Activities:

<http://www.fcrr.org>

Curriculum and Instruction



- **For Teachers**
- **For Coaches**
- **For Administrators**
- **For Parents**
- **For Researchers**

[home](#) >> [Curriculum and Instruction](#) >> [Student Center Activities](#)

- **About**
- **Mission**
- **Center Research**
- **The Science of Reading**
- **Curriculum and Instruction**
 - FCRR Reports
 - Student Center Activities K-1
 - Student Center Activities 2-3
 - Frequently Asked Questions About Reading Instruction
 - For Parents
- **Assessment Programs**
- **Progress Monitoring and Reporting Network**
- **Training/Technical**

Student Center Activities, Grades 2-3

Introduction

During the Spring 2004 *Florida Reading First* school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

During 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

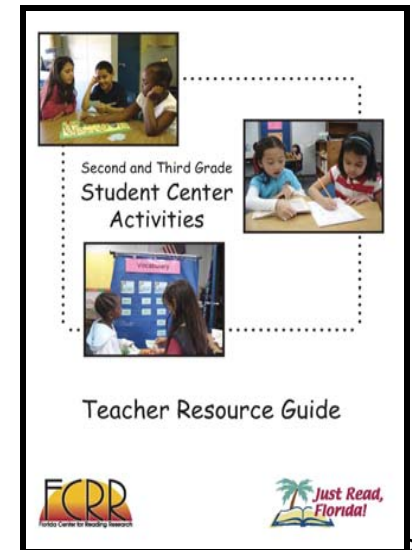
There are three books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books contain Activity Plans and Activity Masters that are ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. The Teacher Resource Guide and the two activity books have been distributed to all Reading First kindergarten and first grade teachers in Florida. In 2005-2006, similar materials for second and third grade classrooms will be developed.

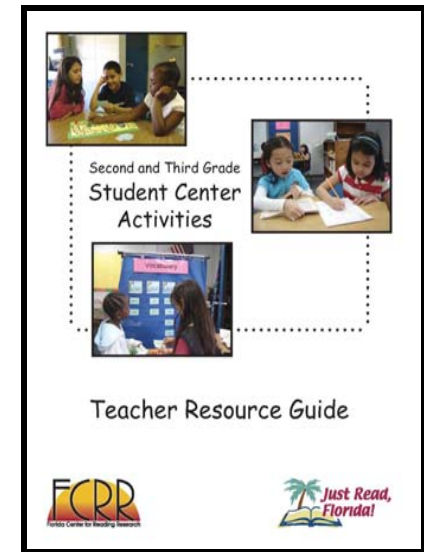
Teacher Resource Guide

- The Five Components of Reading Instruction
- Frequently Asked Questions
- Implementing and Managing Student Centers in the Classroom: System One
- Implementing and Managing Student Centers in the Classroom: System Two
- Interpretation of Activity Plans
- Implementation of Activity Plans
- Glossary



The Five Components of Reading Instruction (p. 1-6)

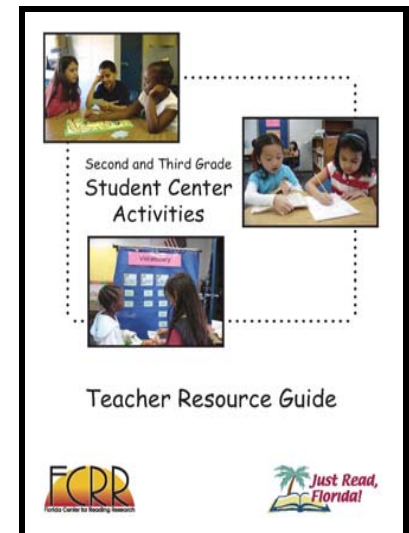
- For each of the 5 components of reading:
 - Definition
 - Goal
 - A brief description of how the Student Center Activities support growth in each component of reading
 - Sequenced by concept in a logical order of instruction



FAQ's Concerning Reading Centers

(p. 7-10)

1. What is differentiated instruction?
2. What is a Reading Center?
3. What are examples of Reading Centers and Activities?
4. How are these Reading Centers different from the centers of the past?
5. Why should Student Center Activities be implemented in Kindergarten through third grades?



Student Center Activities

www.fcrr.org

- Book 1
 - Phonological Awareness
 - Phonics
 - Fluency
- Book 2:
 - Vocabulary
 - Comprehension

Phonological Awareness

Part One

- Rhyme
- Alliteration

Part Three

- Phonemes

Part Two

- Sentence Segmentation
- Syllables
- Onset and Rime

Phonics

Part One

- Letter Recognition

Part Three

- Onset and Rime

Part Five

- Syllable Patterns
- Morpheme Structure

Part Two

- Letter-Sound Correspondence

Part Four

- Word Study

Fluency

All Parts

- Letter Recognition
- Letter-Sound Correspondence
- High Frequency Words
- Oral Reading

Vocabulary

All Parts

- Word Identification/Words in Context
- Word Categorization/Word Knowledge
- Words That Describe/Word Meaning
- Word Structure/Word Analysis

Comprehension

All Parts

- Sentence Structure and Meaning
- Monitoring for Meaning
- Story Structure
- Main Idea/Summarizing

Activity Plans

The diagram illustrates the components of an Activity Plan for Phonics Word Blending P.068. The plan is titled "Phonics Word Blending P.068" and "Spin-A-Word". It includes an objective, materials, activity steps, and extensions and adaptations. A demonstration area shows three spinners and a word list.

Component: Phonics

Subcomponent: Word Study - Blending

Activity Name: Spin-A-Word

Objective: The student will blend sounds of letters in words.

Materials:

- Target sounds variant spinners (Activity Master P.068.AM1a - P.068.AM1c)
- Copy spinners on card stock.
- Cut spinners and attach arrow with a brad.
- Paper
- Pencils

Activity Statement:

Activity

Students use a spinner, blend sounds, and make words.

1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blends the letters orally to make a word.
4. Draws a line through the word if it is not a "real" word.
5. Teacher evaluation

Activity Steps:

Extensions and Adaptations

- Make spinners with other letters (Activity Master P.068.AM2).

Demonstration Area:

Word list

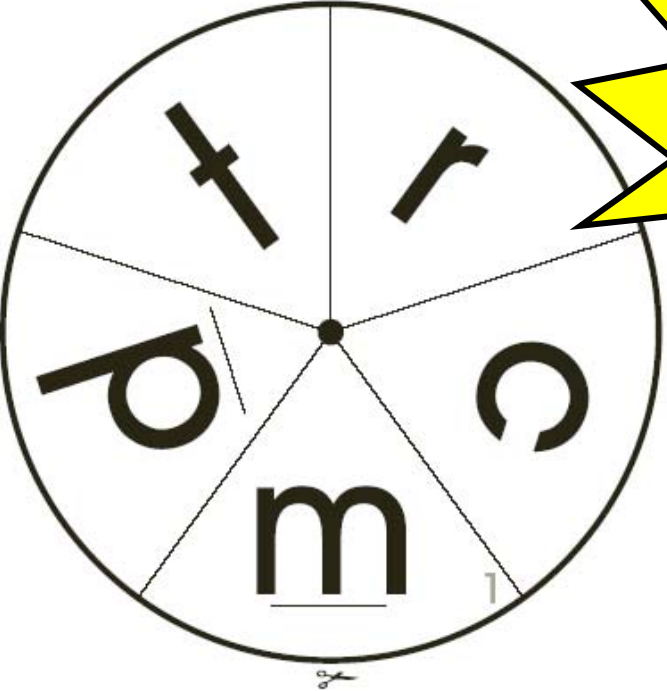
tap

cod

cup

Activity Masters

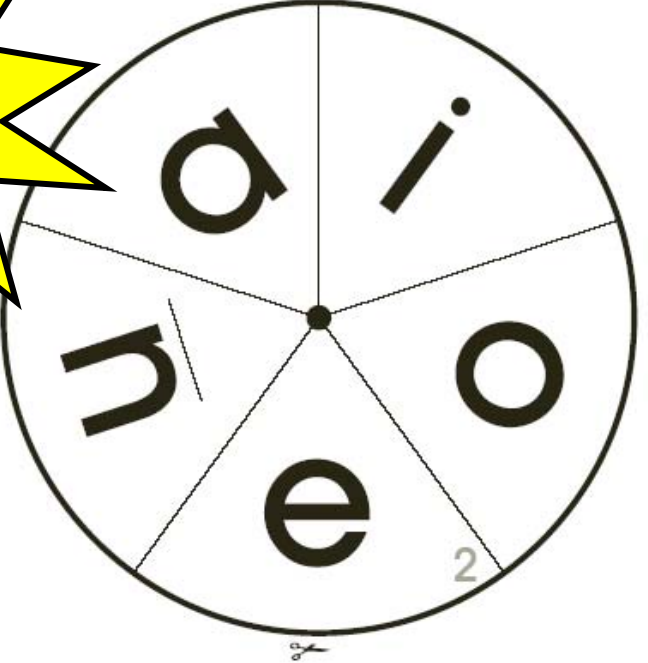
Word Blending P.068.AM1a **Phonics**
P.068.AM1a Spin-A-Word



A circular wheel divided into five equal segments. The segments contain the following letters: 't' (top-left), 'r' (top-right), 'o' (middle-left), 'c' (middle-right), and 'm' (bottom). The letter 'm' has a horizontal line underneath it. A small number '1' is located at the bottom right of the wheel. A pair of scissors icon is at the bottom center of the wheel. Below the wheel is a large black arrow pointing to the right, with a small circle at its tail.

**Reusable
Material**

Phonics **Word Blending P.068.AM1b**
Spin-A-Word P.068.AM1b

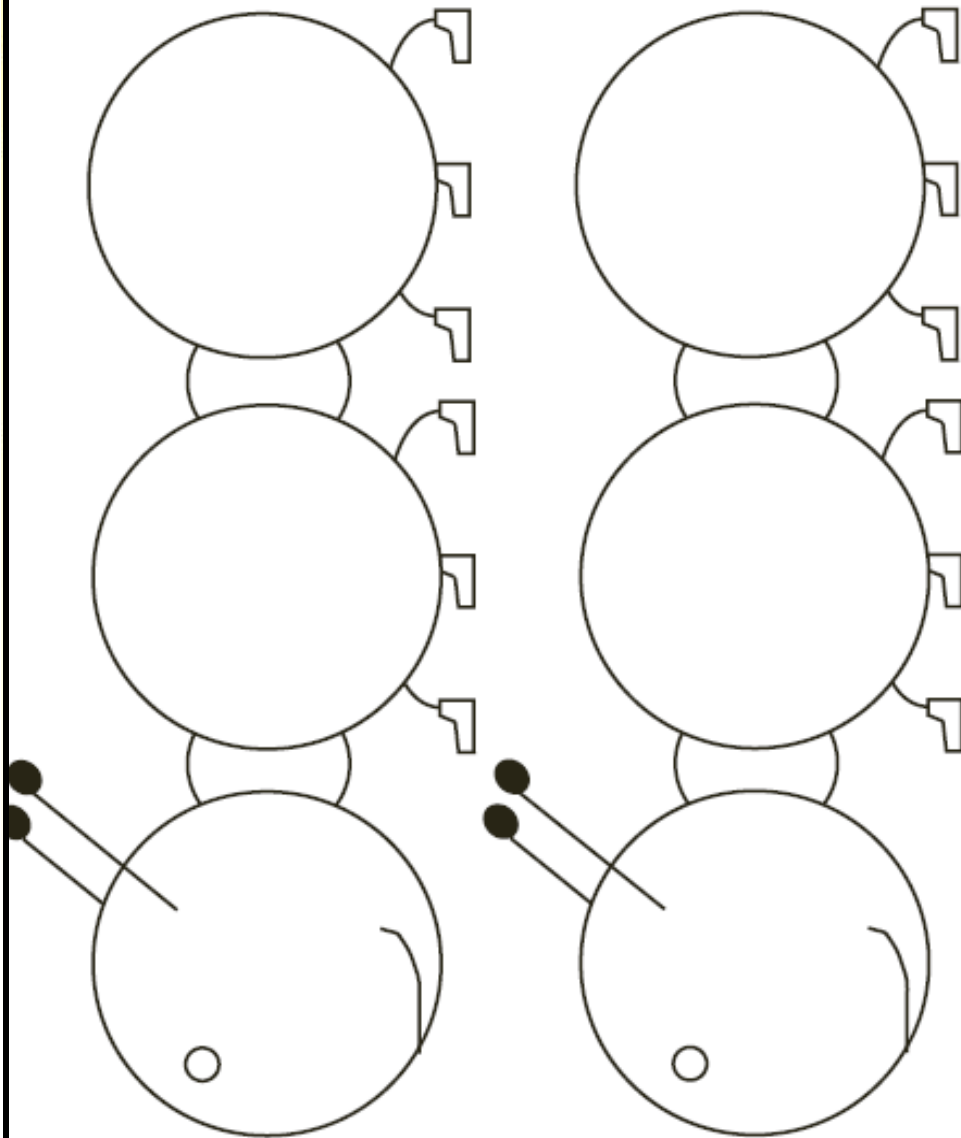


A circular wheel divided into five equal segments. The segments contain the following letters: 'd' (top-left), 'i' (top-right), 'u' (middle-left), 'e' (bottom), and 'o' (middle-right). A small number '2' is located at the bottom right of the wheel. A pair of scissors icon is at the bottom center of the wheel. Below the wheel is a large black arrow pointing to the right, with a small circle at its tail and a small scissors icon at its tip.

Name _____

Multiple Meaning Bugs

V.014.SS



Student Sheet

Consumable Materials



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		106
		Gr. 1 PA Focus 1	(also ISF)		

Implementing Differentiated Student Center Activities for Independent Practice

Teachers should:

- Introduce Reading Centers and provide “practice” with procedures, such as rotation, BEFORE beginning small group instruction.
- 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.
- Introduce centers one at a time.
- Differentiate, when possible, within the center to provide targeted independent practice that better meets the learning needs of students.
- Use a system, such as color-coding, to help students identify the activities targeted for their learning needs.



Once Reading Centers are established . . .
Then add small group instruction.

1. In kindergarten and first grade stagger the addition of small groups (begin with students who have intensive reading needs).
2. Provide explicit and systematic instruction.
3. Use progress monitoring to determine student progress.
4. Keep the groups flexible, regroup when needed (based on learning progress).



What Really Matters in . . .

Planning for Success

**The goal is to plan actively
and consistently to help
each learner move as far
and as fast as possible
along a learning continuum.**

(Tomlinson, 2003)



10 Attributes of Effective Teachers

Research tells us that effective teachers . . .

1. employ systematic teaching procedures.
2. spend more time working with small groups throughout the day.
3. use systematic corrective feedback with students.
4. maintain an orderly classroom learning environment.
5. monitor student learning and adjust the difficulty level of material to meet individual learning needs.



Research tells us that effective teachers . . .

6. engage students in the learning process.
7. deliver instruction clearly, directly, and enthusiastically.
8. set high expectations for student achievement.
9. carefully plan and prepare lessons.
10. use systematic curriculum-based assessment to monitor student progress.

Kemp & Hall, 1992; Taylor, Pearson, & Walpole, 1999;
CIERA, 2001

Gradual Release of Responsibility

I DO	WE DO	YOU DO
<i>Whole Group Instruction</i>	<i>Differentiated Small Group Instruction</i>	<i>Reading Centers</i>
<p>Mini lesson of Grade Level Skills & Strategies:</p> <ul style="list-style-type: none"> • Core Program • 5 Essential Components of Learning to Read 	<p>Targeted Instruction based on assessment data:</p> <ul style="list-style-type: none"> • Preteaching • Reteaching • Cumulative review 	<ul style="list-style-type: none"> • Build skills from accuracy to fluency • Differentiated reading centers - based on skills and strategies targeted during small group instruction.
Introduction / review of vocabulary	Provide positive, corrective feedback	Fluency building opportunities
Text introduced and previewed	Monitor student growth; reinforce skills & concepts	Respond to text (summarize, draw, write, etc.)

Planning for Differentiated Groups

GOALS	Assessment Measures	Instructional Need(s)	Instructional Details		
			Program/ Materials	Time/Day	Group Members
		Above Grade-Level			
		Grade-Level			
		Below Grade Level			
		Substantially Below Grade Level			



Review & Reflection . . .





We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.

Marian Wright Edelman

Acknowledgements

- ERRFTAC/FCRR
- CRRFTAC
- WRRFTAC

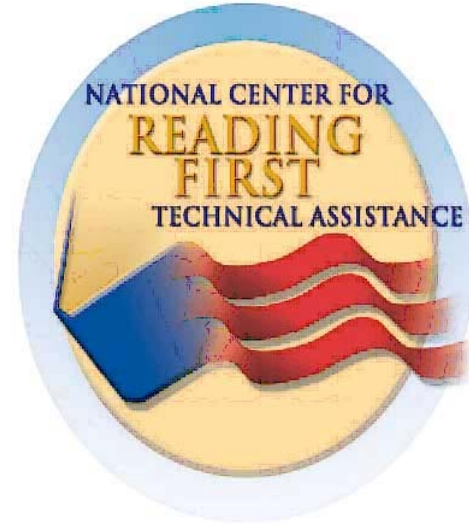
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- Jay McTighe
- Sharon Walpole
- Michael McKenna
- Debbie Diller



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