Outcomes for Today

- As a result of today’s session, “Differentiated Reading Instruction,” you will be able to do the following:
  - articulate the cornerstones of differentiated instruction
  - list and explain the components of balanced reading instruction
  - talk about how to put them both together

Let’s face it.

Teaching Social Studies
Teaching Religion

Teaching Science
Teaching Math

Teaching Reading

Teaching Physical Education

GOD TEACHING is GOOD TEACHING

Effective teachers...

- ask higher-level questions of all students
- provide small-group instruction more than whole-group instruction
- elicit high levels of student engagement
- prefer coaching instead of telling when interacting with students
- foster student self-checks of strategies (Taylor et al., 2002)

Ask higher-level questions

- questions that ask students to think creatively, divergently
- ALL students need this “respectful” teaching—not just gifted students (refers to C.A. Tomlinson’s respectful work)
- This goes along with coaching instead of telling
- Higher-level thinking questions and reading instruction go hand in hand

More small-group instruction

- Coaching vs. telling.
  - Instruction can be more effective in a small group.
  - Children tend to feel safer
  - you can individualize and differentiate more than in whole group
  - your focus can ZOOM since you only have to consider the needs of, say, 6 vs. 26.
Elicit high levels of student engagement

Prefer Coaching Instead of Telling

Encourage self-checks
  - fostering independent use of strategies

Do these students have the same reading needs?

Differentiation

Carol Ann Tomlinson – GURU of differentiation

Fulfilling the Promise of the Differentiated Classroom

- Readiness
- Interest
- Learning Profile

(Tomlinson, 1999)
Readiness

- Assessments will tell you what your students are ‘ready’ to handle
  - formal
    - series assessments
    - Terra Nova
    - DIBELS/AIMSweb
  - informal
    - conferences
    - running records

Interest

- Survey your students
  - This does not have to be paper and pencil

Tap in to students’ interests...

Learning Profile

- learning style
- intelligence preference
- gender
- culture

Howard Gardner’s Multiple Intelligences

- interpersonal
- intrapersonal
- spatial
- naturalist
- logical-mathematical
- linguistic
- musical
Howard Gardner’s Multiple Intelligences
What’s your intelligence(s)?

WORD OF CAUTION
- When coaching vs. telling, remember to be explicit about what you expect.
- Don’t leave them guessing!

Effective reading teachers ALSO...
- Use balanced literacy by including the following in their instruction:
  - systematic phonics
  - phonemic awareness
  - fluency/prosody (NOT JUST WPM)
  - comprehension strategies
  - vocabulary instruction

Balanced Literacy
- These parts of balanced literacy can be accomplished...
  - in large-group settings during shared reading
  - in small-group settings during guided reading
  - in individual conferences with students

To teach the five parts of balanced reading...
- Shared reading
- Guided reading
- Independent reading
- Word study
Shared Reading
- Introduce strategy through pre-reading mini-lessons
- Pre-teach important vocabulary that will aid in comprehension - NOT necessarily the high-frequency words
- Build background knowledge
- TEACHER IS...using think alouds, modeling, showing pictures_videos, etc. (This is NOT the same as putting a video in...)

What is your target?

Be Explicit

OBJECTIVE: Make inferences about the text. This means I can ‘read between the lines’ or tell what the author is telling me without coming right out and telling me.

Typical Week
Day 1
- Day 1: Introduce strategy, e.g. making inferences
- MODEL what you hope your students will eventually do independently using a picture book or some read aloud
- Do a picture walk or book walk with the book
- TALK about the pictures/dust jacket
- Choral read the story. Stop at appropriate times to make predictions but more importantly to make inferences since that is the target strategy for the week.
- If you have a group text, like a story in a basal, read this together, LEADING the struggling readers. Continue to model and think aloud.

Typical Week
Days 2-4
- OBJECTIVE: Make inferences about the text. This means I can ‘read between the lines’ or tell what the author is telling me without coming right out and telling me.
- Days 2, 3 and 4: Review the strategy that you introduced yesterday. BE EXPLICIT.
- Review the procedures for guided reading very briefly. Try to meet with at least two groups.
- When you are finished meeting with groups, REVIEW the week’s strategy again. One minute is plenty.

Week at a Glance
- Days 2, 3 and 4: Review the strategy that you introduced yesterday. BE EXPLICIT.
- Review the procedures for guided reading very briefly. Try to meet with at least two groups.
- When you are finished meeting with groups, REVIEW the week’s strategy again. One minute is plenty.
Typical Week

- Day 1: Shared Reading
- Days 2-5: Guided Reading

If You Remember Only This...

- Language Arts/Literacy/Reading time should be spent doing literacy activities. K.I.S.S.
  - reading silently to self
  - reading to someone
  - listening to reading
  - working on writing
  - spelling/word work (Boushey & Moser, 2006)
- If you are killing yourself creating new centers, you are working too hard.

Spelling/Word Work and Writing

- Make sure that the words that students are spelling are important, common words that they will NEED to spell without reference materials.
- Writing should be authentic: using ALL ten weekly spelling words in a story is difficult and artificial.
- If a child already can read, do not torture them with phonics. They don’t need it.

Review Outcomes for Today

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References

Thank you!

- Today’s presentation as well as other useful tools will be posted at www.luc.edu/ccse.
- Questions? E-mail me at milia@luc.edu