The How of Differentiation Part II

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What is Differentiated Instruction?

- Maximize learning for all students
- Use of ongoing use of assessment data to plan instruction
- Use of a variety of flexible grouping formats, including targeted small groups
- Matching materials to student ability
- Tailoring instruction to address student needs

How Do We Differentiate Reading Instruction?

- Organizational Considerations
- Content Considerations
  - Target student strengths and weaknesses
  - Consider high impact skills
- Delivery of Instruction Considerations
  (Part 3 of the Webinar)

Organizational Considerations

- Grouping
  Seeking and Planning for Similar Needs
- Time
  - Length
  - Frequency

Content Considerations

- Identify student needs
- Identify Instructional needs not adequately addressed currently
- Address high impact areas
- Provide sufficient review and practice applying knowledge to reading text

High Impact Instruction

- Components, skills, and strategies essential to building reading achievement
- Highest contribution to learning to read; accelerate learning
- Focus of intervention

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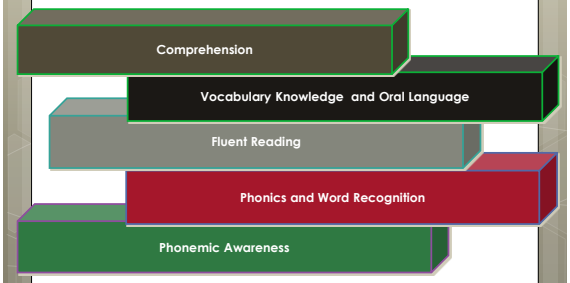
Planning Appropriate Content



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Intensifying Instruction Through Delivery of Instruction

What is Instruction?

detailed information telling how something should be done, operated, or assembled.

Characteristics of Instruction

- Modeling, demonstrations
- Clear, concise explanations of how
- Process of imparting knowledge
- Support for initial student attempts
- Breaking complex practices into manageable steps
- Teacher led and facilitated
- Frequent student engagement facilitated by teachers
- Goes beyond basic directions on how to complete a worksheet or activity

Characteristics of Practice

- Application of knowledge
- Student led or constructed
- Frequent student responses
- Teacher feedback
- Varied

Which are Examples of Instruction?

- The teacher give students a list of written words and a list of examples in random order. The students draw a line to match each word with an appropriate example of that word.
- Teacher models how to draw the line from the written words to the examples on the worksheet.
- Teacher tells students 2 steps for generating a main idea. The teacher reads a paragraph aloud and thinks aloud about the 2 steps to show how to come up with the main idea.
- Teacher shows examples and nonexamples of a word meaning while describing the key characteristics of why each is either an example or nonexample of the word's meaning.
- Students get into partners and read a list of sight words trying to make only 0-1 mistakes.

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- **Explicit instruction**: Overtly teaching each step through teacher modeling and many examples
- **Systematic instruction**: Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills
- **Ample practice**: Providing many opportunities for students to respond and demonstrate what they are learning
- **Immediate feedback**: Incorporating feedback (from teacher or peers) during initial instruction and practice

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Explicit Instruction

- Interventions incorporating explicit instruction have yielded improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).
- Use explicit instruction during initial learning and generalization (Fuchs et al., 2003)
- Show students "how to do it" and make "thinking" overt
- Deliberate instruction in new skills, concepts, or strategies
- Provide a range of examples (and non-examples where appropriate)

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Systematic Instruction

- Interventions that systematically organize instruction for students yield improved outcomes for students with learning difficulties (Coyne, Kame'enui, & Simmons, 2001; Swanson, 2000; Torgesen, 2002)
- Interventions with the highest outcomes for students provide explicit and systematic instruction together (Fletcher, Lyon, Fuchs, & Barnes, 2007; Swanson et al., 1999)
- Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback (Gersten et al., 2009)
- Deliver new content in a systematic, highly explicit, and highly interactive way (Gersten et al., 2009)

VCe Lesson Initial Lesson

1. **Tell students that words with an e at the end have the long vowel sound.**
2. **Model with the word make. "This word (*make*) has an e at the end so it has the long sound a. The word is *make*."**
3. **Let's read some more words with e at the end. Remember to say the long vowel sound.**

Vce Intensified Lesson

Vce Rule

(Students can say name of vowel letters and sound of vowel letters)

1. **Teach letters that are vowels.**
2. **Teach rule (An e at the end of a word tells us to say the first vowel's name).**
3. **Teach students to recognize words with e at end.**
4. **Teach students to say correct vowel sound in words with and without e.**
5. **Have students read the word.**

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Opportunities to Practice and Feedback

- Accelerating learning requires sufficient opportunities for responding and practicing new knowledge; frequent responses
- Across content areas, providing specific feedback is one the most powerful tools for improving student outcomes (Hattie & Timperley, 2007)
- Feedback should help students complete tasks more effectively; feedback that involves only general praise, rewards, or punishment has lower effects (Hattie & Timperley, 2007; Kluger & DeNisi, 1996)
- Feedback is best provided during or immediately after a task

Creating Ample Practice Opportunities

Story Retell

- After reading the story have two students retell the story. Compare and contrast their retells.

OR

- After reading the story have students get with partners. Each partner retells the story to their partner. After sharing with their partners invite several partners to share one part of the story. Write each idea in order on chart paper.

Relationship of Cognitive Processing and Reading

- Memory
- Attention
- Generation, selection, and monitoring of learning strategies

Treatments provided independently of academic learning have not improved academic outcomes in reading or mathematics

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Integrating Executive Function and Self-Regulation in Interventions

- Use "think-alouds" to demonstrate how you approach problems, reflect on text, answer questions, or give yourself feedback
- Monitor self-regulation strategies students use independently; model and practice effective strategies where needed
- Teach students to be metacognitive and identify breakdowns in their understanding
- Teach students to monitor their academic gains and link their behavior to outcomes

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Motivation

- Goals
- Self-regulation toward goals
- Background and interest
- Awareness of progress
- Control and choice
- Find time for depth of processing
- Create situations where students feel they can change

Lesson Reflection

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Initial Lesson: Generating Questions

Instructional focus: Generating questions about text

- Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
- Tell students that they will read a passage and generate questions after each section.
- Have students read the first section of the passage.
- Ask each student to write a question that can be answered by reading the passage.
- Have students share their questions and let others in the instructional group provide the answers.

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Intensifying Through Delivery of Instruction

What are ways to intensify the delivery of the previous lesson?

Tell students that asking questions about a passage during and after reading will help them check their understanding of what they read.

Tell students that asking questions about a passage during and after reading will help them check their understanding of what they read.

Model creating a question that can be answered by using information found "right there" in the passage:

Identify information from the text and turn it into a question. For example, say: "There is a lot of information about Cam finding the gold ring. I think that might be important. I'll make a 'right there' question. The text tells right there where the gold ring was found, so I'll make a question about that to be sure I can remember.

Making a question is difficult for me. I have to remember that I'm starting with the answer or the important information and then consider what question would have that answer. I can do this.

My question is: 'Where did Cam find the gold ring?' I used one of our question words, *where*, to begin my question. Now, I need to check the text to be sure I made a 'right there' question."

Have students find the answer in the text. Point out that the question can be answered by using only information from the text.

Continue with other sections of the text, modeling several questions for students.

Have students work in partner groups to select one section of text and generate one "right there" question.

Have partners share their question with the group and allow other students in the group to answer the question. Have students determine whether the question is truly a "right there" question and state why. Provide feedback as necessary.

Initial Lesson: Multisyllabic Words

- Remind students to use the sounds they know to read the whole word
- *On the board, write* pleading, unlock, renew, handful, distrustful. *Review affixes by having students read the words and identify base words and affixes.*
- *Write* napkin *and* department *on the board. Have students identify affixes. Then have students identify base words or known word parts. Then ask them to read the whole word.*
- *Provide 8-10 words for students to practice. Remind students to use the affixes and word parts to determine the whole word.*

Intensifying through Delivery of Instruction

What are ways to intensify the delivery of the previous lesson?

On the board, write pleading, unlock, renew, handful, distrustful. *Review affixes by having students read the words and identify base words and affixes.*

Say 10-12 words that are a variety of multisyllable and single-syllable words. Demonstrate how to "hear" the number of syllables by clapping each syllable. Tell students that each syllable has one vowel sound. Explain that a syllable could be a word (as in a compound word), an affix, or a part of a word.

Wanzek, J., Harbor, A., & Vaughn, S. (2010) Effective Upper-Elementary Interventions for Stduetns with Reading Difficulties. Meadows Center for Preventing Educational Risk.

Write napkin *and* department *on the board. Model and teach the strategy for reading multi-syllabic words:*

- *1) Find the vowels in the word.*
- *2) Look for syllables or word parts you know.*
- *3) Pronounce each syllable or word part based on syllable type and sounds you know.*
- *4) Combine syllables or word parts to form the word.*

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When you see a long word, these are the steps you follow to read it. Look at this word (point to *napkin*).

•First, I find the vowels in the word.

I'm going to underline each vowel. Since two vowels are separated by consonants, there will probably be two syllables. *Napkin*

•Second, I look for syllables or word parts I know.

There's the word *nap* at the beginning, so I'm going to underline it. I see a closed syllable at the end of the word. I'll underline that too.

•Next, I say each syllable based on its syllable type and using the sounds I know.

The first syllable is *nap* because it is a closed syllable and has a short vowel sound. Because the second syllable (point to *kin*) is a closed syllable, it has a short vowel. /kin/.

•Last, I combine the syllables to form the word.

nap-kin, napkin (point to each syllable as it is said, then slide your finger under the word as it is said)

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Let's read the next word (point to *department*).

- **First, find the vowels.**

There are three vowels to underline: *e, a, e* (underline the vowels)

- **Next, look for syllables or word parts you know.**

Underline each word part as you think aloud: It has *de* at the beginning. That's a prefix we learned. I see a word I know, *part,* in the middle. It looks like there's a closed syllable at the end.

- d e p a r t m e n t
- **Next, say each syllable.**

Say the syllables as I point to each one.

Point to de.

Students: /dē/.

Point to part.

Students: /part/.

Point to ment.

Students: /ment/.

- **Last, combine syllables to form the word.**

Students: *de-part-ment, department.*

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Each student is given a Syllable Squares worksheet consisting of a 36-square grid with columns labeled A-F and rows labeled 1-6. A different word is written in each square. The words should be a variety of multi-syllable words, and a few single-syllables words. Tokens with the grid coordinates (A1, A2…F5, F6) on them are placed in a bag or box.

One student picks a grid coordinate from the bag (e.g., B2). The teacher writes the word from square B2 on the board. Students use the word reading strategy to underline the word's vowels and syllables on their worksheet. A student tells the teacher how to mark the word's vowels and syllables on the board. Students say the syllables and then say the whole word.

Remind students to assess whether they completed each step of reading a multisyllabic word and to write a checkmark next to each step as they complete it.

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Case Example

How will you support students' cognitive processes within each group?

- **Group 1: Comprehension (Marcus, Julia, Joe, and Eugene)**

Explicitly teach the students to self-monitor while they read (e.g., identify when text does not make sense to them, identify words they don't know that prevent comprehension of the sentence or passage). Incorporate graphic organizers for students to complete and refer to while they read (e.g., recording predictions or questions about the text before they read, generating story maps, recording information to generate a main idea).

- **Group 2: Word study and text reading (Sandra and Elisa)**

As Sandra and Elisa work on increasing their accuracy with word and text reading, I will help them set goals and chart their progress.

- **Group 3: Word study, comprehension, and self-regulation (Jamie)**

Because Jamie is working on improving word reading, fluent text reading, and comprehension, I will use a combination of the self-monitoring and goal-setting strategies used in groups 1 and 2. I will also help Jamie with improving her attention by teaching her ways to self-monitor her behavior.

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Case Example

How will you intensify and differentiate instructional delivery within each group?

- **Group 1: Comprehension (Marcus, Julia, Joe, and Eugene)**

I will provide explicit instruction on strategies for monitoring comprehension by modeling my use of them with think-alouds to demonstrate each step, provide group practice with teacher support, and provide specific feedback on tasks students do well and those that need improvement.

- **Group 2: Word study and text reading (Sandra and Elisa)**

I will provide explicit, systematic instruction on word study, making sure that I introduce letter/sound rules and combinations in a sequence that makes sense and builds from simple to complex. I also will provide many practice opportunities for applying letter/sound rules and combinations to word and text reading. Sandra and Elisa may also engage in partner reading activities that allow both girls to practice, monitor, and provide feedback on fluent reading of words and text.

- **Group 3: Word study, comprehension, and self-regulation (Jamie)**

I will use the same instructional practices mentioned above for Jamie because she needs instruction in word study, fluent text reading, and comprehension, but she will most likely need to spend more time on each skill and engage in more practice activities than the other students.

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Reflection Checklist-Cognitive Processing

How did I explicitly teach students to use self-regulation strategies?	For instance, did I:
	• Introduce the strategy and its use? • Model the strategy through "think-alouds?" • Help students memorize the steps in the strategy? • Support students as they practiced the strategy? • Provide time for independent practice?

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Reflection Checklist-Cognitive Processing

How did I support students as they used self-regulation strategies?	For instance, did I:
	• Monitor students' use of the strategies? • Determine what strategies students use and provide feedback as necessary?

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Reflection Checklist-Cognitive Processing

How did I teach students to use memory enhancement strategies?	For instance:
	• Note-taking • Rehearsing information aloud • Mnemonic devices • Graphic organizers/text organizers

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Reflection Checklist-Cognitive Processing

How did I provide process-directed feedback?	For instance:
	• Feedback that is specific to the task or process • Feedback that helps students link their behavior to outcomes

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Reflection Checklist – Instructional Delivery

How did I provide explicit instruction?	For instance, did I:
	• State purpose and learning goal of lesson? • Provide models with clear explanations? • Use pictures, manipulatives, or "think-alouds?" • Provide guided practice opportunities?

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Reflection Checklist – Instructional Delivery

How did I provide systematic instruction?	For instance, did I:
	• Break down tasks into smaller steps? • Break down instruction into simpler segments? • Use step-by-step strategies? • Provide temporary support that can be reduced over time?

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Reflection Checklist – Instructional Delivery

How did I provide multiple opportunities for student response and feedback?	For instance, did I:
	• Offer individual practice opportunities to all students? • Use frequent student response to monitor student understanding? • Provide feedback that relates to student goals and completion of tasks?

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Reflection Checklist – Instructional Delivery

How did I use process-directed feedback with students?	For instance, did I:
	• Provide feedback that is clear and precise? • Communicate which aspects of the task students performed correctly? • Connect feedback directly to student actions and learning goals?

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Reflection Checklist – Instructional Delivery

How did I provide corrective feedback to students after task completion?	For instance, did I:
	• Model the task or correct response? • Provide immediate feedback for discrete tasks? • Provide feedback after a short delay for complex tasks? • Provide additional time to practice tasks completed incorrectly?

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Resources

Synopsis of "The Power of Feedback"

www.centeroninstruction.org/a-synopsis-of-the-power-of-feedback

Organizing Instruction and Study to Improve Student Learning

Organizing Instruction and Study to Improve Student Learning

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf

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Differentiated Instruction

- Organizationally
  - Additional Time (length, frequency, duration)
  - Reduce Group Size
- Instructional Content
  - Target student strengths and weaknesses
  - Consider high impact skills
- Instructional Delivery
  - Explicit Instruction
  - Systematic Instruction
  - Ample opportunities to practice
  - Immediate and corrective feedback
  - Cognitive Processing

Questions