

Differentiation in the Classroom

SNAD Day PD, March 29, 2017

Presenter: *Rachel Jensen, District Literacy Coach*

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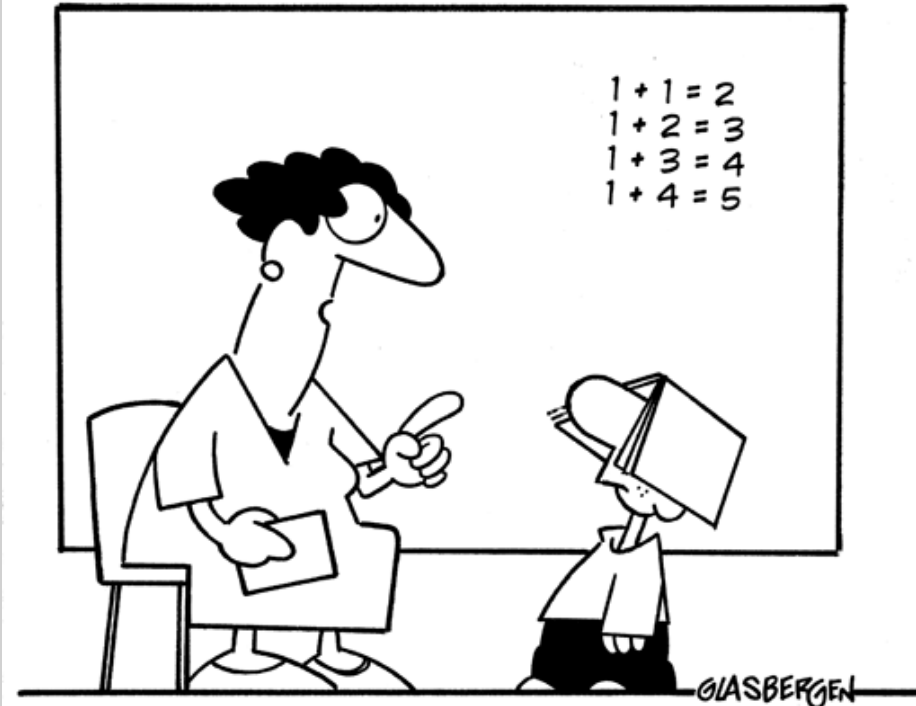


Objective for Today

Teachers will be able to:

- ▶ Better accommodate for students who range in student levels, interests, strengths, weaknesses, and goals in English Language Arts.

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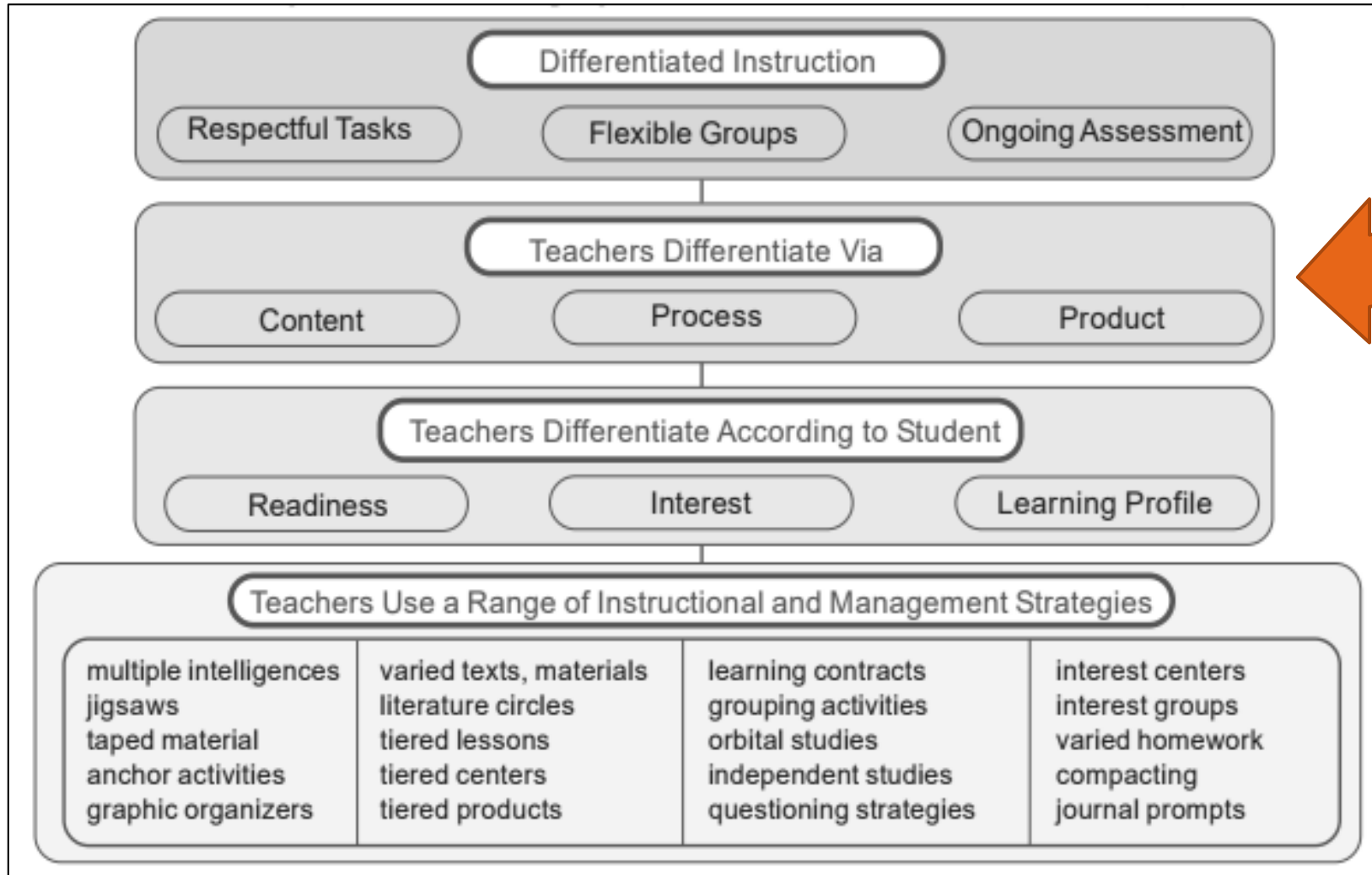


"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."

What is it, and why use it?

- ▶ Differentiation means tailoring instruction to meet individual needs.
- ▶ Differentiated instruction aims to...
 - ▶ Improve learning outcomes
 - ▶ Increase engagement
 - ▶ Increase self-awareness
 - ▶ Help students learn more efficiently and with deeper understanding
 - ▶ Inspire a love of learning

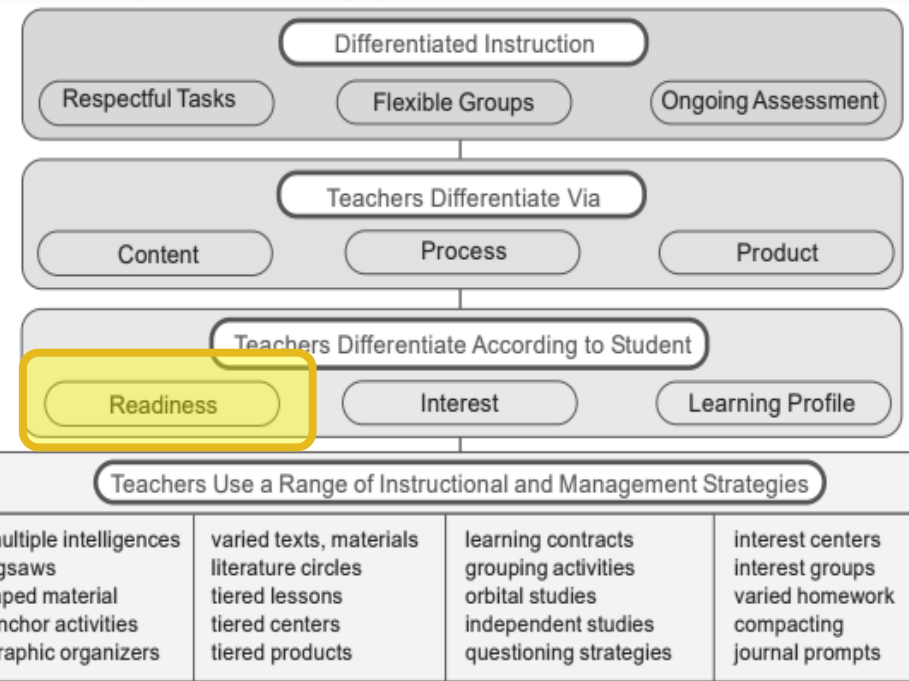
Ways to Differentiate



↓SCREENER↓

DIBELS Composite Score																						
38	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478		
26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380		
13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324		
First Sound Fluency (FSF)										DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the <i>DIBELS Next Benchmark Goals and Composite Score</i> document available from http://dibels.org/ .												
16	43									ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as <i>Above Benchmark</i> . While students scoring Above Benchmark are likely to need <i>Core Support</i> , some may benefit from instruction on more advanced skills.												
10	30									BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as <i>At or Above Benchmark</i> and the students are likely to need <i>Core Support</i> .												
5	20									CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as <i>Well Below Benchmark</i> and the students are likely to need <i>Intensive Support</i> .												
Phoneme Segmentation Fluency (PSF)										Scores below the benchmark goal and at or above the cut point for risk are identified as <i>Below Benchmark</i> . In this range, a student's future performance is harder to predict, and these students are likely to need <i>Strategic Support</i> .												
	44	56	47																			
	20	40	40																			
	10	25	25																			
Nonsense Word Fluency (NWF)																						
Correct Letter Sounds	28	40	34	59	81	72																
	17	28	27	43	58	54																
	8	15	18	33	47	35																
		Whole Words Read	1	8	13	13																
			0	3	6	6																
DIBELS Oral Reading Fluency (DORF)																						
Accuracy	34	67	68	91	104					90	105	118	104	121	133	121	133	143	139	141	151	
	23	47	52	72	87					70	86	100	90	103	115	111	120	130	107	109	120	
	16	32	37	55	65					55	68	80	70	79	95	96	101	105	90	92	95	
	86%	97%	96%	99%	99%					98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%	
	78%	90%	90%	96%	97%					95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%	
	68%	82%	81%	91%	93%					89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%	
		17	25	31	39					33	40	46	36	39	46	40	46	52	43	48	50	
		15	16	21	27					20	26	30	27	30	33	33	36	36	27	29	32	
		0	8	13	18					10	18	20	14	20	24	22	25	25	16	18	24	
				Retail Quality of Response	2	2					2	2	3	2	2	3	2	3	2	2	3	
					1	1					1	1	2	1	1	2	1	2	1	1	2	
Daze Adjusted Score																						
	11	16	23								11	16	23	18	20	28	21	20	28	27	30	30
	8	11	19								8	11	19	15	17	24	18	20	24	18	19	21
	5	7	14								5	7	14	10	12	20	12	13	18	14	14	15
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End		
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade				

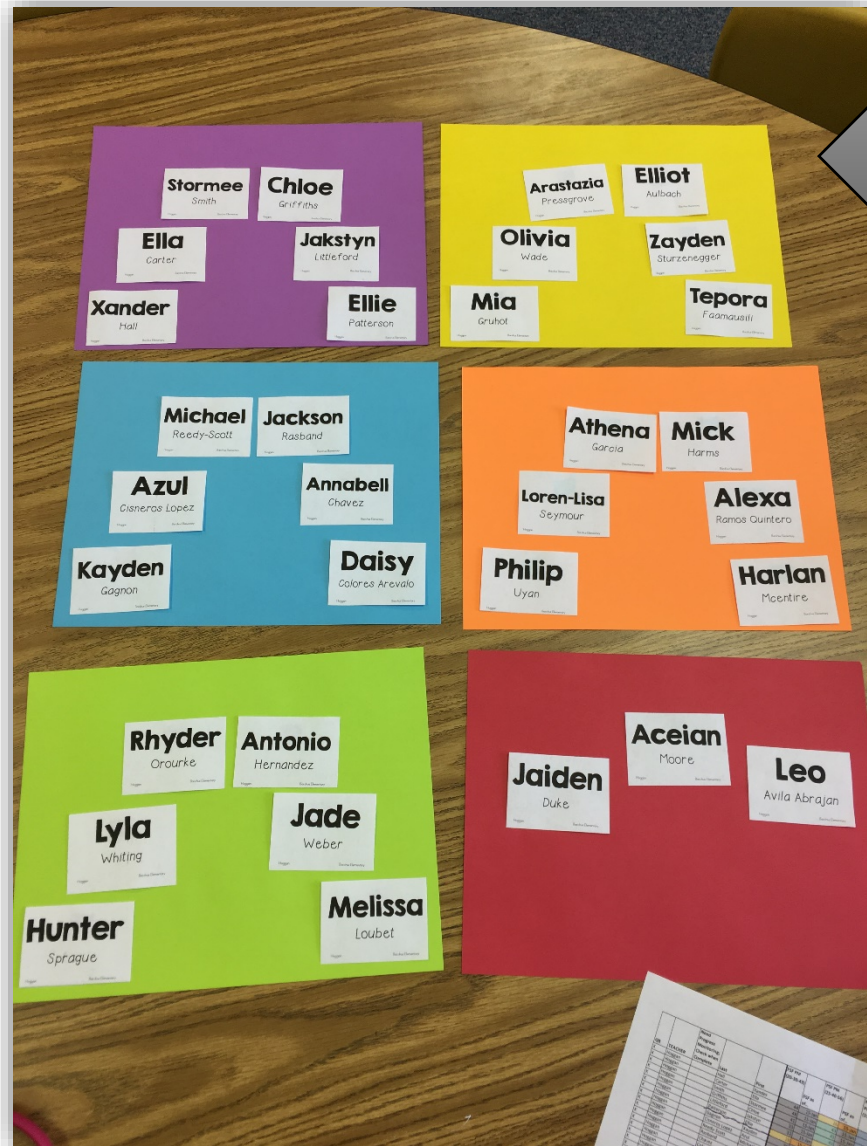
Accuracy



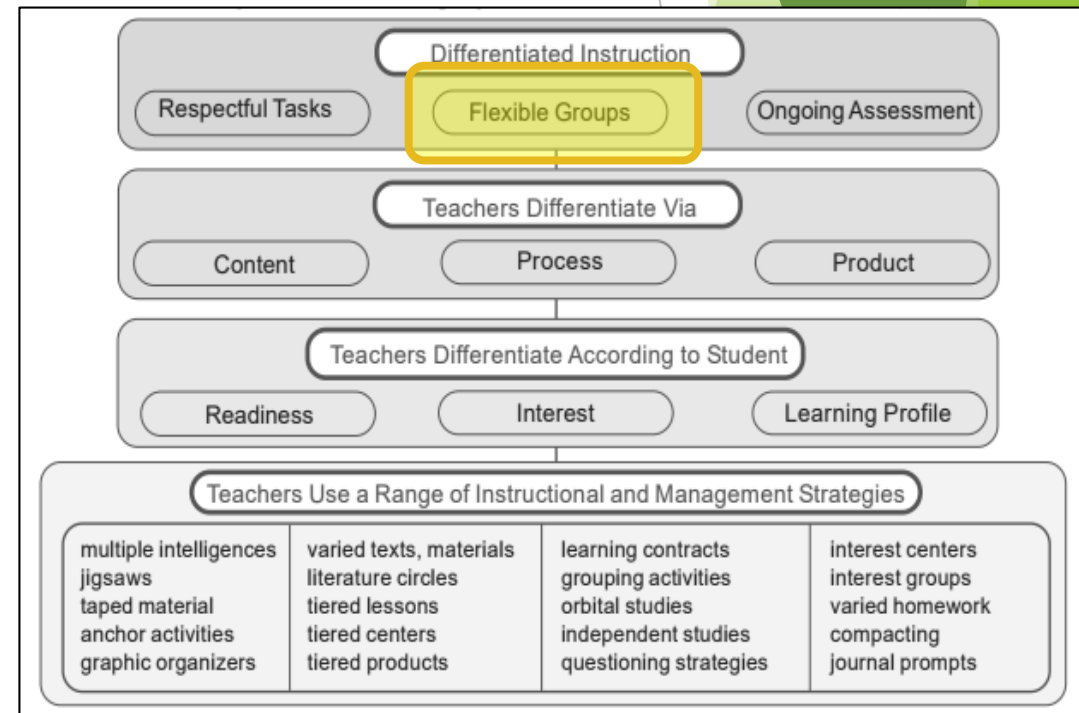
Readiness: READING

Grade	Phonemic Awareness	Phonics	Fluency		Comprehension	
6 th			Rate= 120 WCPM	Accuracy= 98%+	Retell= 32 words	DAZE= 21+
5 th			Rate= 130 WCPM	Accuracy= 99%+	Retell= 36 words	DAZE= 24+
4 th			Rate= 115 WCPM	Accuracy= 98%+	Retell= 33 words	DAZE= 24+
3 rd			Rate= 100 WCPM	Accuracy= 97%+	Retell= 30 words	DAZE= 19+
2 nd			Rate= 87 WCPM	Accuracy= 97%+	Retell= 27 words	
1 st		Alphabetic Principle & Blending: CLS=58, WWR=13	Rate= 47 WCPM	Accuracy= 90%+		
K	Phoneme Segmentation: PSF=40 Phoneme Isolation: FSF=30	Alphabetic Principle: CLS=28				

Flexible Groups



Kindergarten Class,
Grouped by very next
foundational reading
skill needed.



What should I DO during Small Group time?

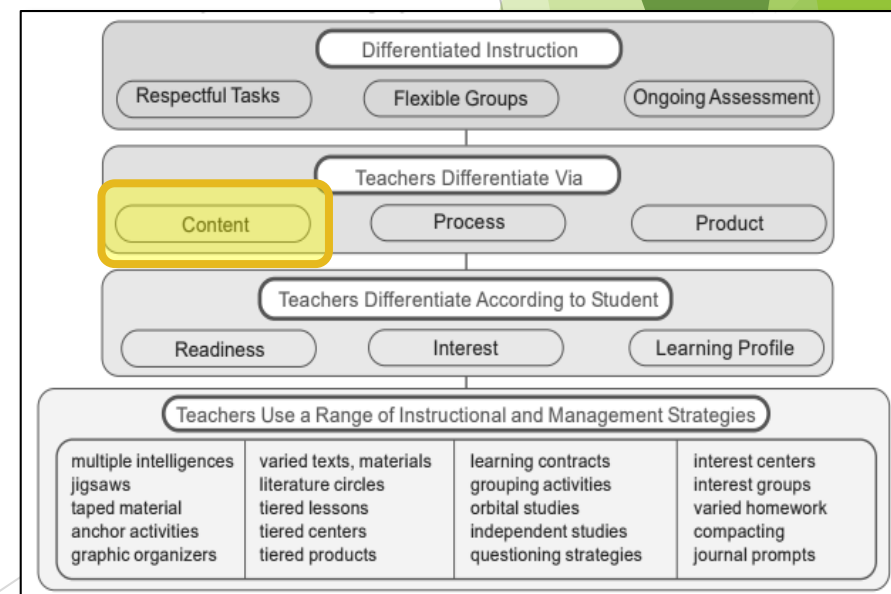
KINDERGARTEN

A kindergartner's main goals by the end of the year are being able to **segment phonemes at 40 per minute**, and read **correct letter sounds at 28 sounds per minute**.

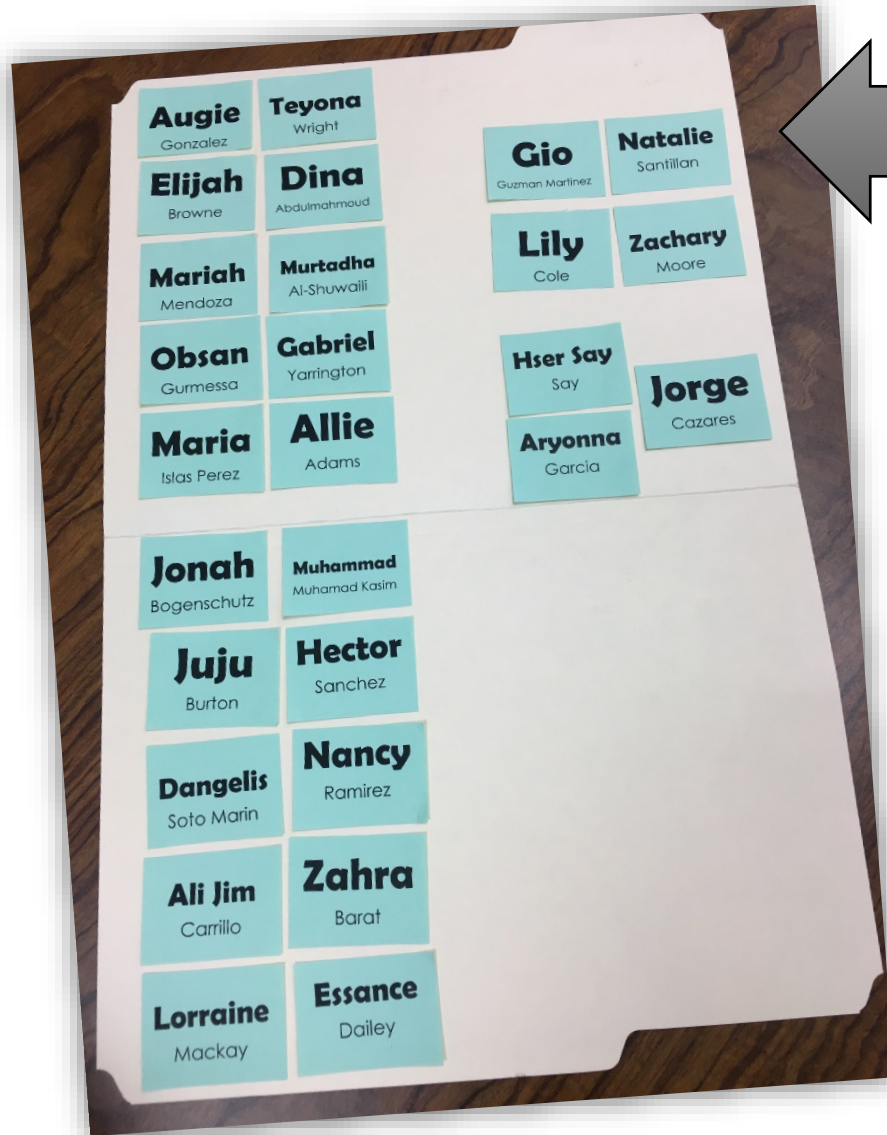
Here is one way that a teacher might arrange the review, focus, and type of text for each of their groups:

IF Students are at these levels...			You <i>Could</i> do this During Small Group:		
Phonemic Awareness Goal= PSF 40+	Alphabetic Principle Goal= CLS 28+	Blending (1 st Grade) Goal= CLS 58, WWR 13+	Review	Focus	Text Leveled Reader (See Color Below) OR Decodable Story
PSF 40+	CLS 28+	CLS 58+ WWR 13+	Advanced Phonemic Awareness	Multisyllabic Blending	Green (DORF)
PSF 40+	CLS 28+	CLS <58, WWR <13	Advanced Phonemic Awareness	Blending (NWF) & HFW	Blue
PSF <40	CLS 28+	CLS <58, WWR <13	Phoneme Segmentation (PSF)	Blending (NWF) & HFW	Blue
PSF <40	CLS <28	N/A	Letter Names & Sounds	Phoneme Segmentation (PSF)	Orange
FSF <30	CLS <28	N/A	Letter Names & Sounds	Phoneme Isolation (FSF)	Orange
			Progress Monitor to fine tune your instruction		

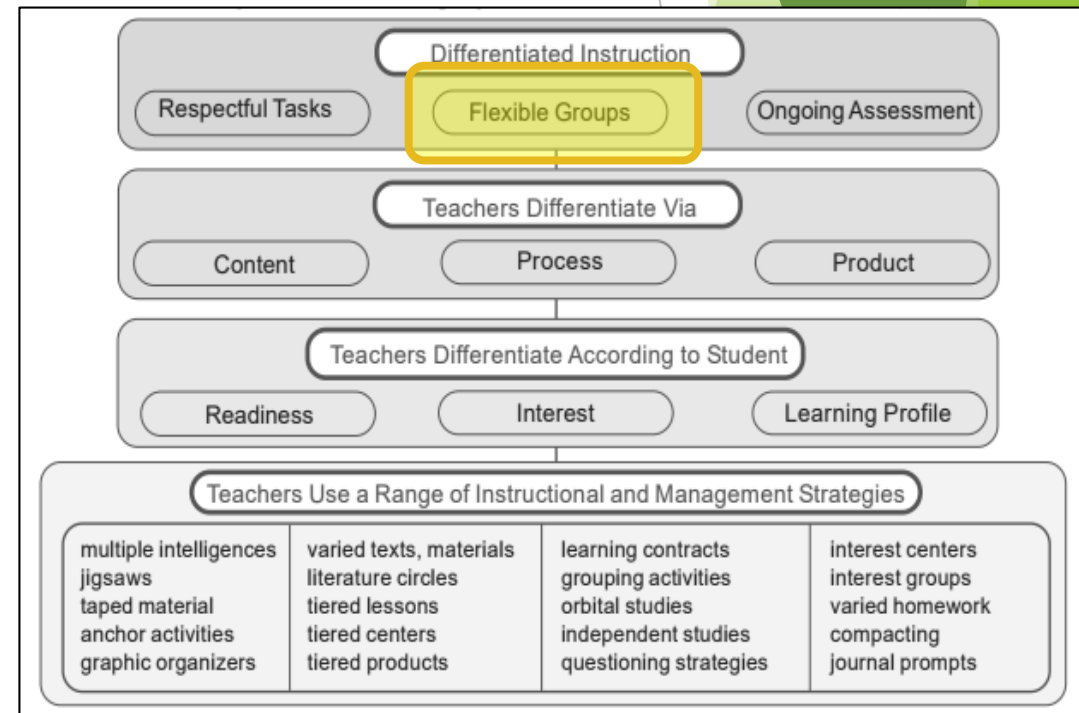
← Kindergarten Example



Flexible Groups



Upper-grade Class,
Sorted strategically
by fluency rate.



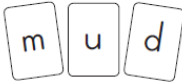
What should I DO during Whole Group time?

Level 1: Teacher Model

1. Write m on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it. Point to the letter m, tapping under it, as you say the sound /m/. Then say: Sound? Tap under m. Have children chorally say the sound /m/.*
2. Write a on the board to form ma. Point to the letter, tapping under it, as you say the sound /a/. Then say: Sound? Tap under a. Have children chorally say the sound /a/.
3. Point just to the left of ma. Sweep under m and a and blend the sounds /mmaaa/. As you blend the sounds, stretch each sound for 1 to 1½ seconds so children can hear each individual sound. Then say: Blend? Have children chorally blend the sounds as you sweep your finger under the letters.
4. Write r on the board to form mar. Point to the letter, tapping under it, as you say the sound /r/. Then say: Sound? Tap under r. Have children chorally say the sound /r/.
5. Point just to the left of mar. Sweep under m, a, r and blend the sounds /mmmaaa/. Then say: Blend? Have children chorally blend the sounds as you sweep your finger under the letters.
6. Point just to the left of mar. Say: Word? Slide your hand quickly under the word, mar.

Level 2: Oral Sounding Out

1. Write m on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it. Point to the letter m, tapping under it, as you say the sound /m/. Then say: Sound? Tap under m. Have children chorally say the sound /m/.*
2. Write a on the board to form ma. Point to the letter, tapping under it, as you say the sound /a/. Then say: Sound? Tap under a. Have children chorally say the sound /a/.
3. Point just to the left of ma. Sweep under m and a. Then say: Blend? Have children chorally blend the sounds /mmaaa/ as you sweep your finger under the letters.
4. Write d on the board to form mud. Point to the letter, tapping under it, as you say the sound /d/. Then say: Sound? Have children chorally say the sound /d/.
5. Point just to the left of mud. Sweep under m, u, d. Then say: Blend? Have children chorally blend the sounds /mmmuud/ as you sweep your finger under the letters.
6. Point just to the left of mud. Say: Word? Slide your hand quickly under the word, mud.



PHONICS

Level 3: Internal Sounding Out

- Tell children that today they will try to sound out words silently. They will say each sound "in their heads" as you point to it, then blend the sounds without speaking them. (For the first few times you use this level, you will need to model it. For example, say: Watch my mouth. I'll say the sounds in this word to myself, then I'll say the word. Move your lips as you say each sound, then blend the word.)
1. Write r on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: Sound? Remind children not to say it out loud.
 2. Write oo on the board to form roo. Point to the spelling, tapping under it. Then say: Sound?
 3. Point just to the left of roo. Say: Blend. Sweep under r and oo. Have children silently blend the sounds as you sweep your finger under the letters.
 4. Write d on the board to form rood. Point to the letter, tapping under it. Then say: Sound?
 5. Point just to the left of rood. Say: Blend. Sweep under r, oo, d. Have children silently blend the sounds.
 6. Point just to the left of rood. Say: Word? Slide your hand quickly under the word, rood.

Level 4: Whole Word Reading

1. Write soil on the board, or display the spelling cards s, oi, and l in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.
2. Say: When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way. Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: Word?
3. Provide corrective feedback, as needed.

The soil is wet.

R19

Dyad Reading: A Possible Place to Start When Choosing Books

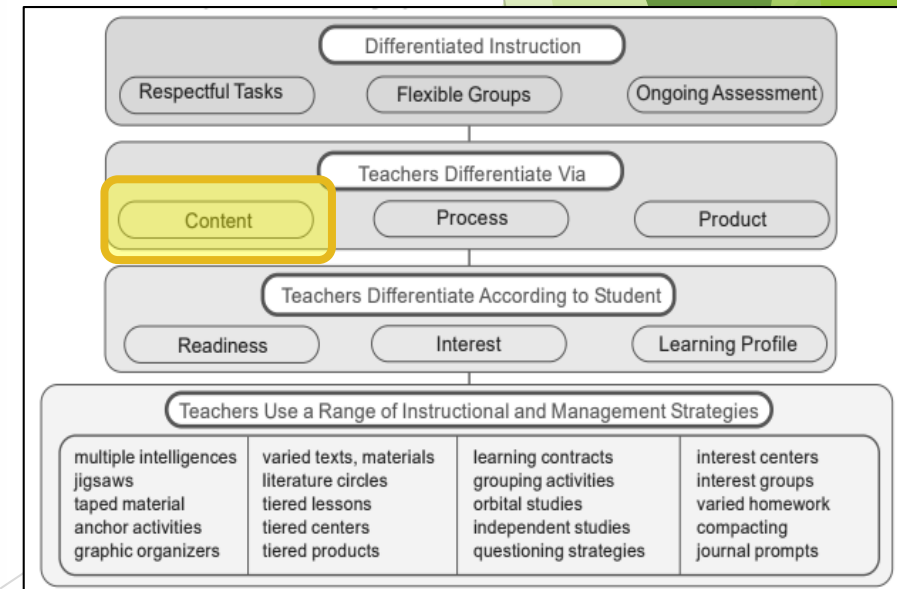
If the Lower Student's Lexile is...	2 Grade Levels Higher Would be approximately:	You could start with this Guided Reading level of book for their box:	OR this Lexile Range from GSD Overdrive:
	K	A	BR-200L
		B	
		C	
	1st	D	200-400L
		E	
		F	
		G	
		H	
		I	
BR-50L	2nd	J	400-600L
50-100L		K	
100-150L		L	
150-200L		M	
200-270L	3rd	N	600-800L
270-330L		O	
330-400L		P	
400-470L	4th	Q	800-900L
470-530L		R	
530-600L		S	
600-670L	5th	T	900-1000L
670-730L		U	
730-800L		V	
800-830L	6th	W	1000-1200L
830-865L		X	
865-900L		Y	
900L+	7th+	Z	1200-1400L

*The teacher should use professional judgement to choose a 3-5 books based on the level, but also the interest of the child (a student's level may range from 100 below their Lexile number to 200 above). Make sure to choose some fiction AND some non-fiction.

Updated 3/27/18

← 2 Different Examples:

- Different levels of blending
- Varied levels of books for Dyad Reading

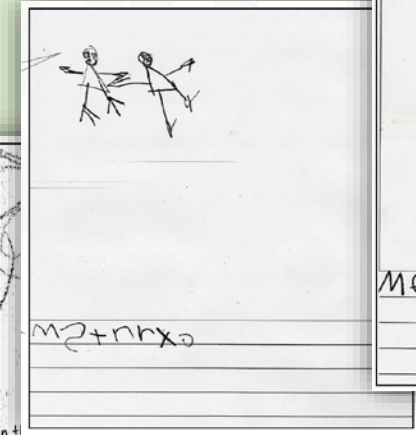
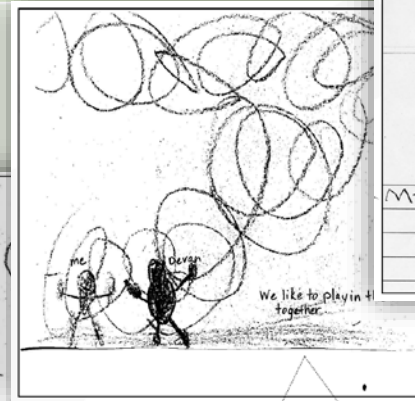
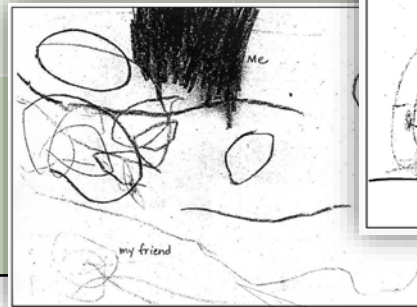


Readiness: WRITING, Pt. 1

The *picture* is the main focus for these first 4 stages.

Exploratory Stages= *Student is learning to use paper & pencil, with beginnings of ideas*

Stage	Drawing	Letters	Words & Directionality	Sentences
4) Emergent	Picture is still the main focus, and seems to tell a story	Student makes letter/sound connections	Attempts to produce words with semi-phonetic (initial sound) or phonetic (CVC) spellings; generally uses correct directionality	Attempts sentences , but text is sometimes difficult to read
3) Pre-Conventional	Drawing has more detail	Forms some random letters		
2) Early Pre-Conventional	Drawing has recognizable objects ; student can usually describe the story behind the drawing			
1) Exploration	Scribbles or marks on paper without obvious meaning			

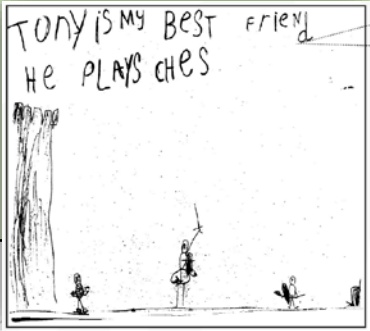
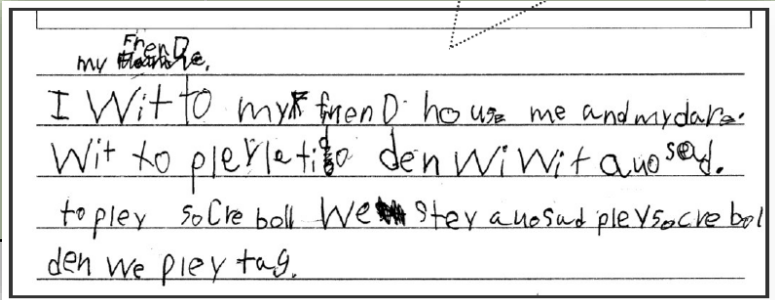
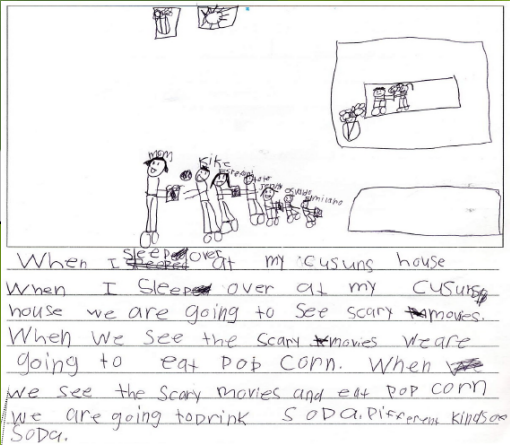


Readiness: WRITING, Pt.2

The *text* is the main form of communication starting with these stages.

Stages including Reasoning and Idea Development

Stage	Words & Spaces	Sentences	Content	Conventions	Audience & Purpose
6) Beginning	Grade-appropriate Spelling is mostly correct	Several simple (subject-verb) sentences	Adds Additional Details or reasons; Simple Organization	Some simple conventions, including capital letters and end punctuation	Writes so others can read.
5) Developing	Readable Text with Words that have meaning, but are still spelled phonetically; Spaces and Consistent directionality	Limited number of sentences	Begins to develop a topic and connects Details about the topic	Attempts punctuation at times, but may be wrong	Considers audience; writes so that others can read the text



Readiness: WRITING, Pt.3

Stages including Reasoning and Idea Development, continued...

Remaining Stages	Sentences	Content	Conventions	Audience & Purpose
Sophisticated ↑ Novice	At each stage, continue to add more variety of sentence length and structure	<ul style="list-style-type: none">•Focus on a topic•Expand or explain ideas in more detail•Experiment with word choice and voice•Strengthen organization	Keep working on punctuation & expand repertoire	Writes with the audience and purpose in mind.

Anne Frank and I have much in common, but we also have differences. We both hate wars, Anne was in the World War 2 while I haven't been in one. We both have sisters older than us too, though Anne doesn't have two little brothers. We are both girls but she is 14 and I'm 10. Anne has a diary that was given to her for her 13th birthday and mine was given to me by my friend Tori. We've also hid in an attic but she was was hiding from invading Nazis.

Changing Parents

Five years ago my mother and father got a divorce. It really impacted my life. I have always liked my dad a whole bunch. I also have always liked my mom, but my dad was really special to me. So I am going to tell about how when I got older I made a decision between my mother and my father. I love them both very much I was also choosing between my sisters who live with my mom, or my dad yet again. I was choosing between my sisters, mom, and friends to dad, other family in Utah, and no friends. Well, here is the story of which parent I decided to choose.

Begin writing here

Fishing is generally as boring as watching grass grow. It mostly consists of sitting and waiting. But on occasion, it can have it's moments. These moments can be surprising, phenomenal or unfortunate.

My slick, compact speed boat had it's trolling motor pushing me and my uncle through a swampy marsh in a thin canyon on Lake Powell. I watched my line as it slowly dragged behind.

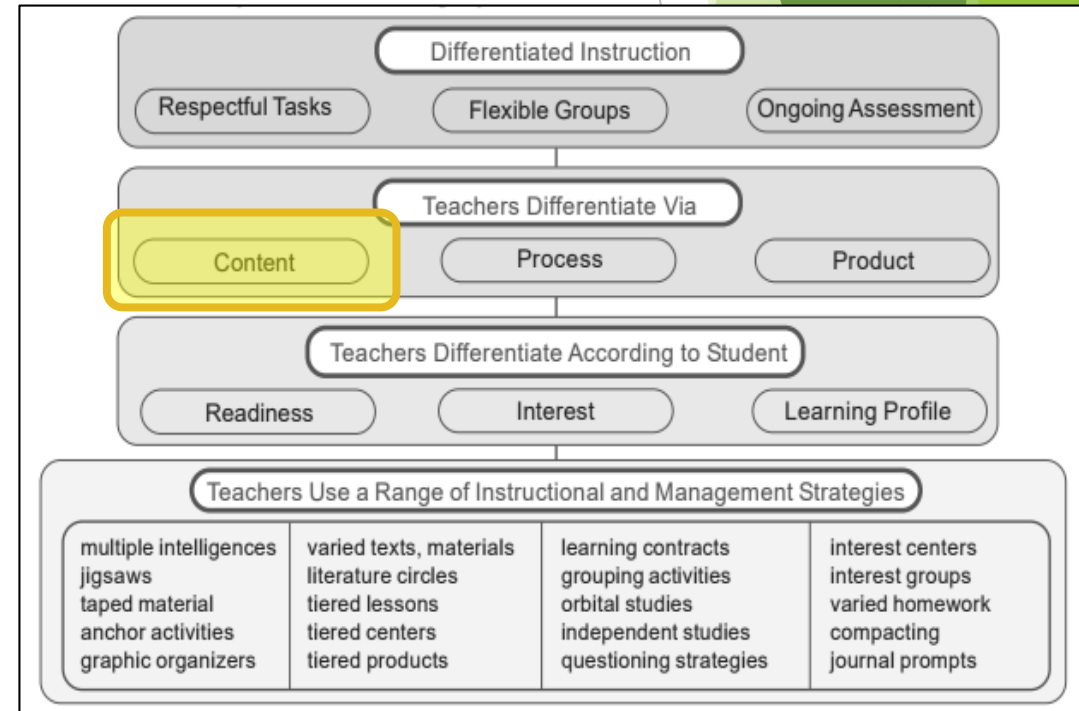
Content

Examples of differentiating content at the elementary level include the following:

- 1) Using reading materials at varying readability levels;
- 2) Putting text materials on tape;
- 3) Using spelling or vocabulary lists at readiness levels of students;
- 4) Presenting ideas through both auditory and visual means;
- 5) Using reading buddies; and
- 6) Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

<http://www.readingrockets.org/article/what-differentiated-instruction>

Multiple levels of text
Small Groups to
reteach or extend



Ongoing Assessment

53 WAYS

To Check for Understanding

1. Summary Poem Activity:

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

2. Invent the Quiz

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

3. The 411

- Describe the author's objective.

4. Opinion Chart

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

5. So What? Journal

- Identify the main idea of the lesson. Why is it important?

6. Rate Understanding

7. Clickers (Response System)

8. Teacher Observation Checklist

9. Explaining

- Explain the main idea using an analogy.

10. Evaluate

- What is the author's main point? What are the arguments for and against this idea?

11. Describe

- What are the important characteristics or features of the main concept or idea of the reading?

12. Define

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

13. Compare & Contrast

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

14. Question Stems

15. Mind Map

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

16. Intrigue Journal

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

17. Advertisement

- Create an ad, with visuals and text, for the newly learned concept.

18. 5 Words

- What 5 words would you use to describe _____? Explain and justify your choices.

19. Muddy Moment

- What frustrates and confuses you about the text? Why?

20. Collage

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

21. Letter

- Explain _____ in a letter to your best friend.

22. Talk Show Panel

- Have a cast of experts debate the finer points of _____.

23. Study Guide

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

24. Illustration

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

25. KWL Chart

- What do you know, what do you want to know, and what have you learned?

26. Sticky Notes Annotation

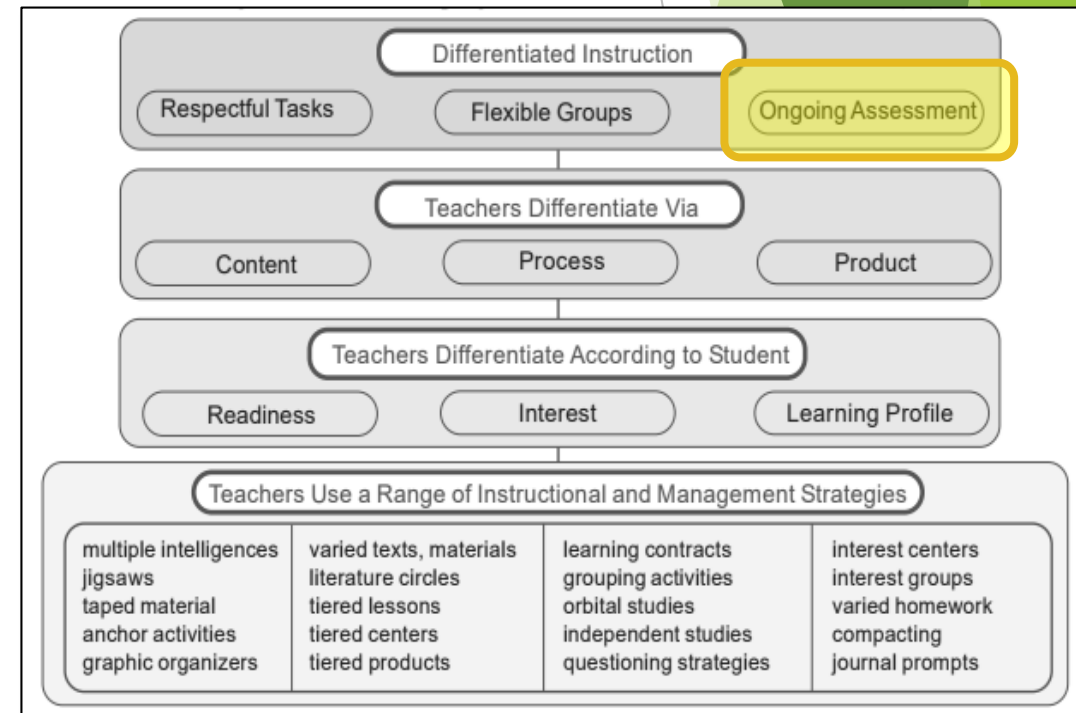
- Use sticky notes to describe key passages that are notable or that you have questions about.

27. 3-2-1

- 3 things you found out, 2 interesting things, and 1 question you still have.

28. Outline

- Summarize the organization of _____ by outlining it.



Progress Monitoring



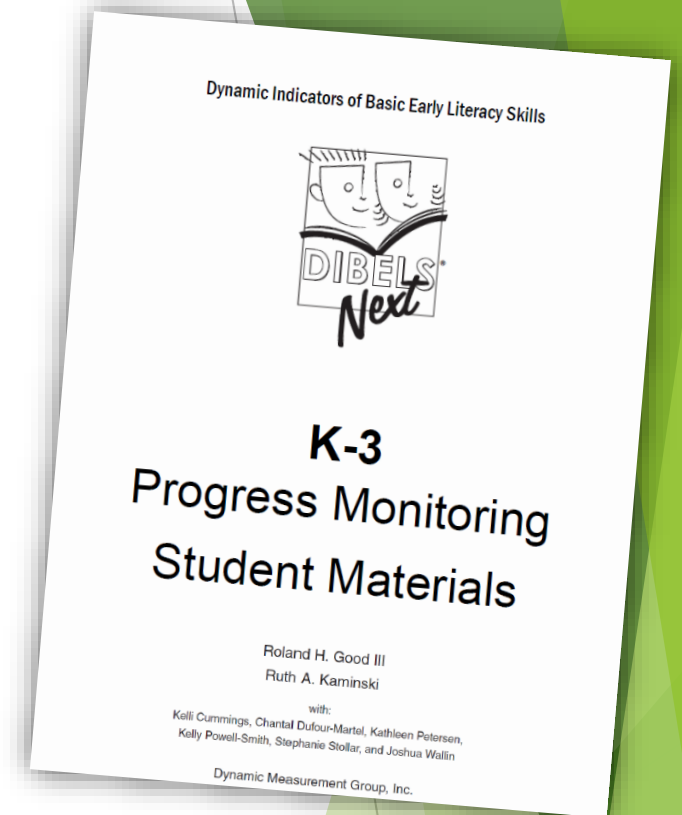
Progress Monitoring
"Your Students" ...



...Progress Monitoring Your
INSTRUCTION.

MONITOR PROGRESS: Using weekly or bimonthly one minute assessments of oral reading fluency using unpracticed passages at a student's instructional level or goal level can be *used by a teacher to make decisions about the effectiveness of an instructional program.*

http://www.jhasbrouck.com/q_a.html

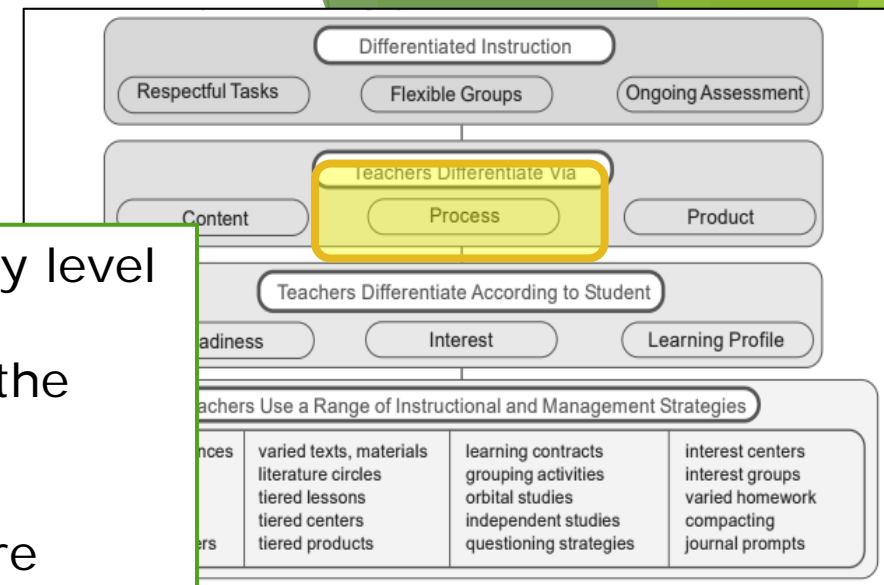


Process

Examples of differentiating process or activities at the elementary level include the following:

- 1) Using **tiered activities** through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
- 2) Providing **interest centers** that encourage students to explore subsets of the class topic of particular interest to them;
- 3) Developing personal agendas (**task lists** written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
- 4) Offering manipulatives or other **hands-on supports** for students who need them; and
- 5) Varying the **length of time** a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

<http://www.readingrockets.org/article/what-differentiated-instruction>

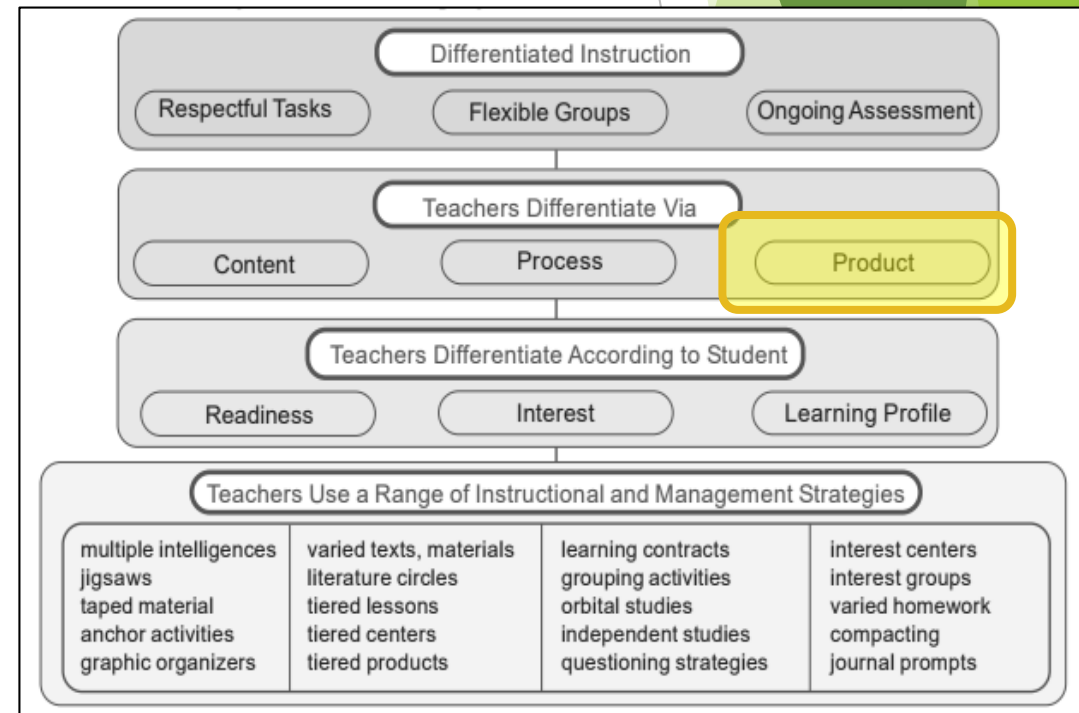


Product

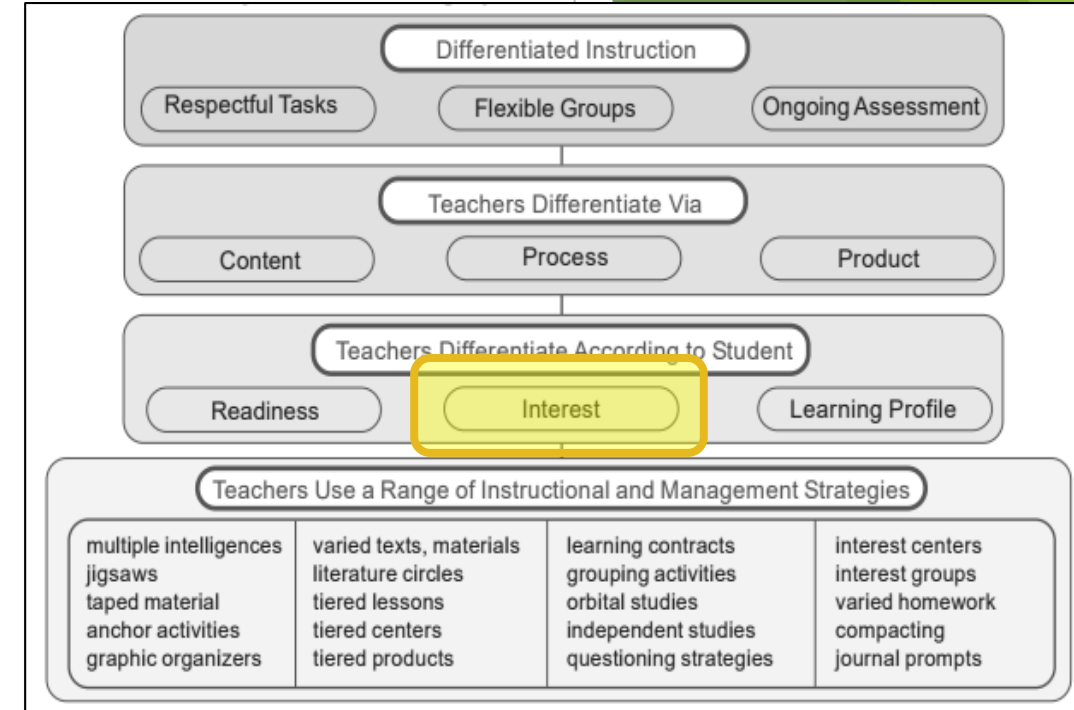
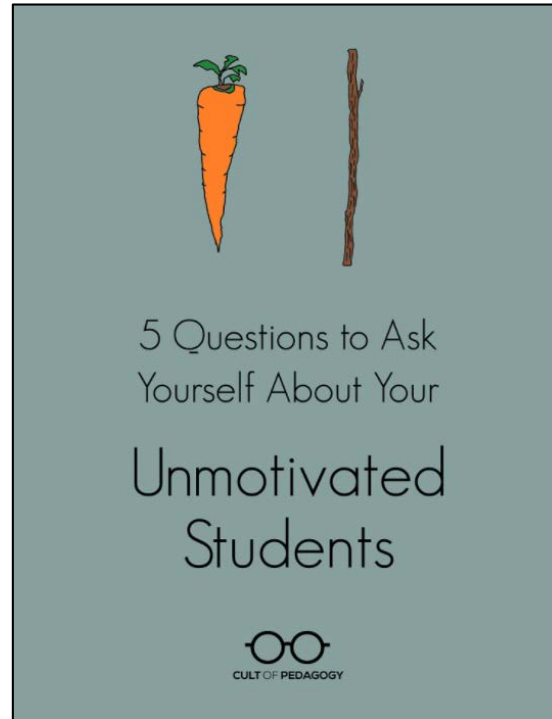
Examples of differentiating products at the elementary level include the following:

- 1) Giving students **options** of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
- 2) Using **rubrics** that match and extend students' varied skills levels;
- 3) Allowing students to **work alone or in small groups** on their products; and
- 4) Encouraging students to **create their own product** assignments as long as the assignments contain required elements.

<http://www.readingrockets.org/article/what-differentiated-instruction>



Interest Affects Motivation



1. Students are more motivated academically when they have a **positive relationship** with their teacher.
2. **Choice** is a powerful motivator in most educational contexts.
3. For complex tasks that require creativity and persistence, **extrinsic rewards and consequences actually hamper motivation**.
4. To stay motivated to persist at any task, students must believe they can **improve** in that task.
5. Students are motivated to learn things that have **relevance** to their lives.

Remember to...

Better accommodate for students who range in student levels, interests, strengths, weaknesses, and goals in English Language Arts, in order to:

- ▶ Improve learning outcomes
- ▶ Increase engagement
- ▶ Increase self-awareness
- ▶ Help students learn more efficiently and with deeper understanding
- ▶ Inspire a love of learning

