

Differentiate Instruction in a Class

Read the descriptions of each student to learn about his/her literacy skills. Group the students in particular areas of the classroom (use the classroom diagram on page 4). Then choose the best activity for each group and indicate the activity number next to the student groups.

Student Profiles

The students in this class are fictitious, but represent an average first-grade population.



A Student Profile: Alex

Letters Identification: letters in name only
Letter-Sound Association: none
Word Recognition: name
Comprehension Skills: listens only
Writing Skills: pictures
Additional Information: English Language Learner



B Student Profile: Brian

Letters Identification: 13 letters
Letter-Sound Association: 10 letters
Word Recognition: name, family name, environmental print
Comprehension Skills: listens
Writing Skills: name, family names
Additional Information: struggling reader



C Student Profile: Christine

Letters Identification: 16 letters
Letter-Sound Association: 12 letters
Word Recognition: basic kindergarten words
Comprehension Skills: listens and retells
Writing Skills: letters, words



D Student Profile: Dharmen

Letters Identification: most letters
Letter-Sound Association: 24 letters
Word Recognition: beginning grade 1 words
Comprehension Skills: understands story events
Writing Skills: sentences



E Student Profile: Eli

Letters Identification: most letters
Letter-Sound Association: most letters
Word Recognition: mid-grade 1 words
Comprehension Skills: reads and responds to story events
Writing Skills: sentences



F Student Profile: Fatima

Letters Identification: all letters
Letter-Sound Association: most letters
Word Recognition: grade 1 words
Comprehension Skills: recalls story events
Writing Skills: personal responses, short stories



G Student Profile: Gloria

Letters Identification: all letters
Letter-Sound Association: all letters
Word Recognition: grade 2 words
Comprehension Skills: evaluates text based on personal experience
Writing Skills: uses writing process



H Student Profile: Hector

Letters Identification: all letters
Letter-Sound Association: all letters
Word Recognition: grade 3 words
Comprehension Skills: synthesizes information
Writing Skills: uses writing process

Student Profiles



I Student Profile: Irma

Letters Identification: 8 letters

Letter-Sound Association: 4 letters

Word Recognition: name, family name

Comprehension Skills: listens

Writing Skills: name

Additional Information: English Language Learner



J Student Profile: Jamal

Letters Identification: 16 letters

Letter-Sound Association: 8 letters

Word Recognition: environmental print, 5 high-frequency words

Comprehension Skills: listens and retells

Writing Skills: letters



K Student Profile: Kayla

Letters Identification: 18 letters

Letter-Sound Association: 20 letters

Word Recognition: beginning grade 1 words

Comprehension Skills: understands general ideas

Writing Skills: words, sentences



L Student Profile: Li Shen

Letters Identification: most letters

Letter-Sound Association: most letters

Word Recognition: beginning grade 1 words

Comprehension Skills: understands story events

Writing Skills: sentences, story events

Additional Information: English Language Learner



M Student Profile: Malcolm

Letters Identification: most letters

Letter-Sound Association: most letters

Word Recognition: grade 1 words

Comprehension Skills: recalls story events

Writing Skills: sentences, personal responses



N Student Profile: Nathan

Letters Identification: all letters

Letter-Sound Association: most letters

Word Recognition: grade 2 words

Comprehension Skills: evaluated text based on personal experience

Writing Skills: personal responses, short stories



O Student Profile: Olivia

Letters Identification: all letters

Letter-Sound Association: all letters

Word Recognition: grade 3 words

Comprehension Skills: synthesizes information

Writing Skills: uses writing process



Teacher



Teacher's Aide

Activities

Read the descriptions of each activity. Choose the best activity for each group and indicate the activity number next to the student groups on the classroom diagram.

1 Guided Reading

Students work in teacher-assisted homogeneous groups to read and respond to books.

2 Books on Tape

Each student listens to a tape of a pre-read book for reinforcement of skills practiced during guided reading.

3 Read the Room

Partners assist each other in reading class print in the room (poems, charts, word wall, etc.).

4 Independent Reading

Each student reads a self-selected book.

5 Word Writing Group

Students practice using letters to make words, and words to make sentences.

6 Story Writing Group

Students write stories, responses to reading, letters, etc.

7 Special Projects

Students work on special projects that involve reading and writing in the content areas of the curriculum.

Classroom Diagram

Use this classroom diagram to locate your student groups and to indicate the best activity for each group. Include yourself (the teacher) and a teacher's aide (if any) on the diagram.

