

Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

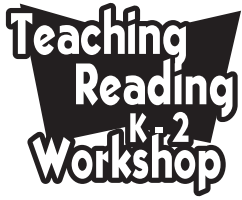
Session 6: Differentiating Instruction Lecture Poster 1

About Grouping for Meeting Diverse Needs

Assignment of children to ability groups does not enhance achievement in reading.

Large amounts of time in whole class instruction fails to offer children adequate instructional support.

Effective implementation of flexible grouping plans correlates with higher performance in reading vocabulary, reading comprehension, and reading fluency for all levels of readers.



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Session 6: Differentiating Instruction Lecture Poster 2

Daily Reading Routines

Shared Reading

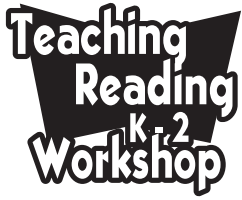
- Time each day when children read (or listen to) grade-appropriate text

Guided Reading

- Time each day when children receive instruction in text that will support the development of particular word level and comprehension strategies

Independent Reading

- Time each day when children read anything of their own choosing



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Differentiating Instruction in Grade-Level Text

Story Introduction (Whole Class)

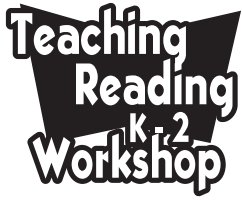
- Preview text, develop background knowledge, make predictions

Reading the Selection (Needs-Based Groups)

- No help
- With help (Teacher-Led Groups)

Responding to the Selection (Heterogeneous Groups)

- In large or small groups, student-led groups, elicit response and discussion



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Important Teaching Actions
Establish reliable and consistent daily literacy routines.
Provide demonstration and guided practice in strategies that children will be expected to use on their own or with a partner.
Create centers where students can work when assignments are completed.
Observe children closely at all times, and intervene briefly and strategically to maintain high levels of engagement.