Workshop 6
Differentiating Instruction

In this session, you will investigate and apply research-based principles of differentiating instruction in early literacy.

Learning Goals

At the end of this session, you will better understand:

*   research-based evidence on grouping for literacy instruction

*   different grouping formats for meeting individual needs

*   instructional strategies for groups of different abilities

Factors Related to This Session

*   Flexible grouping

*   Quality instruction for all learners

*   High expectations for all students

*   Wide range of materials to match abilities and interests

*   Ongoing assessment

Materials Needed for This Session

Participants: Grade-level text, the Differentiating Instruction Chart you completed for homework (see Session Preparation), and your Handbook for Effective Literacy Practices.

Facilitator: Copies for each participant of Differentiating Instruction Lecture Posters (pages 151-154).

The evidence suggests that when we group appropriately and provide adequate learning opportunities, we can, in fact, raise the bar for all children. —Jeanne R. Paratore

Before You Watch

Video Summary

In the video for this session, Dr. Jeanne R. Paratore presents research-based principles that support the use of a flexible grouping model for literacy instruction. She reviews basic formats for flexible grouping, and applies the research to effective teaching practices and routines that advance all students' reading development. The workshop participants watch classroom excerpts illustrating instruction in different grouping formats. They then relate the classroom practices to their own teaching.

Session Preparation

To prepare for the workshop session, you will tap your prior knowledge, read two articles on differentiating instruction, and review important terms.

1. What do you already know?

Copy and complete the Differentiating Instruction Chart (page 150).

Assignment: Save your Differentiating Instruction Chart to update and revise throughout the session.

2. Read these articles:

Paratore, J. "Grouping for Instruction in Literacy: What We've Learned About What's Working and What's Not." *The California Reader* 33, no. 4, (2000): 2–10.

Radencich, M. C., L. J. McKay, and J. R. Paratore. "Keeping Flexible Groups Flexible: Grouping Options." In Radencich, M. C., and L. J. McKay, eds., *Flexible Grouping for Literacy in the Elementary Grades*, 25–41. Boston, Mass.: Allyn and Bacon, 1995.

These readings are available as downloadable PDF files on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshops/readingk2/.

> **FACILITATOR'S NOTE:** Be sure everyone has access to these readings.
> You may want to have a few copies available for those without Internet access.

3. Review these important terms:

Review the following definitions found in the Glossary in the Appendix: flexible grouping, guided reading, independent reading, mediation, peer dyads, responsive instruction, scaffolded instruction, shared reading, and Zone of Proximal Development.

4. Revise your chart:

Return to your Differentiating Instruction Chart. Add any new thoughts, ideas, or questions based on the readings and review of important terms.

Watch the Video

Lecture

Throughout the session, questions are posed to guide you through the topic. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

In this section, you will watch Dr. Paratore's lecture on differentiating instruction for early literacy.

As you watch the lecture, use the Differentiating Instruction Lecture Posters to note important information.
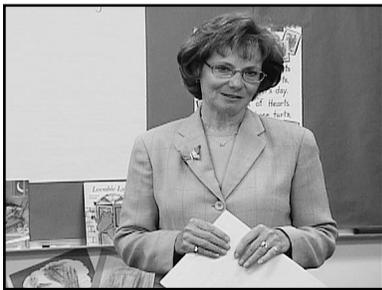
Video Segment: Dr. Paratore's Lecture (approximate times: 3:35–13:50): Find this segment approximately 3 minutes and 35 seconds after the beginning of the video. Watch for about 10 1/2 minutes. Use the video image at left to locate where to begin viewing.

In this video segment, Dr. Paratore reviews the research on grouping formats. These formats include ability grouping, whole-class instruction, and flexible grouping. Next, she presents classroom practices and routines that reflect the research and support flexible grouping for reading instruction.

An accompanying lecture transcript is also available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshops/readingk2/.

After watching the lecture, review your notes and consider these questions:

· When do you use whole-class instruction in your literacy block?

· What do you need to consider when grouping students for reading instruction?

· Guided reading is an instructional approach that groups children with similar needs for reading instruction. How does guided reading differ from traditional ability grouping?

· How do you balance the three reading routines—shared reading, guided reading, and independent reading—in your literacy program? Do you emphasize one more than the others? Why?

Video Segment: Questions and Challenges (approximate times: 13:55–16:53): Find this segment approximately 13 minutes and 55 seconds after the beginning of the video. Watch for about 3 minutes. Use the video image at left to locate where to begin viewing.

Following the lecture, the workshop participants discuss their questions and concerns in providing differentiated instruction to address the needs of all children.

Now return to your Differentiating Instruction Chart. Add any new questions or challenges that have come from watching the video segment. Identify which teaching practices you have successfully implemented for grouping children in grades K–2.

Watch the Video, cont'd.

Classroom Excerpts

In this section, you will relate Dr. Paratore's lecture and the readings to teaching practices in classroom excerpts.

Video Segment: Flexible Grouping Classroom Excerpt (approximate times: 16:55–24:30): Find this segment approximately 16 minutes and 55 seconds after the beginning of the video. Watch for about 7 1/2 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe a reading lesson using a flexible grouping model to differentiate instruction. First-grade teacher Valerie Kostandos teaches a grade-level story using whole-class and small-group instruction to meet the needs of all of her students.

After watching the classroom excerpt, consider these questions:

• What grouping formats did Ms. Kostandos use in this lesson?

• How did she enable all of her students to read the story?

• How did she support students reading in a small group?

• Some students who read the book on their own were reading another story before the teacher reconvened the whole class. What routines were in place that allowed students to read on their own?

Discussion

In this section, you will watch the workshop participants discuss the classroom excerpt.

Video Segment: Discussion (approximate times: 24:35–36:05): Find this segment approximately 24 minutes and 35 seconds after the beginning of the video. Watch for about 11 1/2 minutes. Use the video image at left to locate where to begin viewing.

Following the flexible grouping model, the workshop participants discuss the lesson. Compare your ideas with theirs.

After watching the workshop participants' discussion, consider these questions:

• What do you think of Ms. Kostandos's practice of allowing students to choose whether or not they need help in reading the text?

• How would you characterize the students' response to reading with the teacher?

• How do the ideas generated in the workshop participants' discussion compare with yours?

Watch the Video, cont'd.

More Classroom Excerpts

In this section, you will relate Dr. Paratore's lecture and the readings to teaching practices in classroom excerpts.
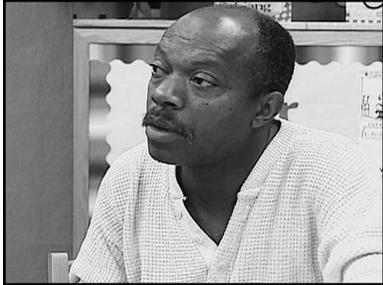
Video Segment: Homogeneous Grouping Classroom Excerpts (approximate times: 36:10–44:52): Find this segment approximately 36 minutes and 10 seconds after the beginning of the video. Watch for about 9 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe differentiated instruction in which children are grouped by similar needs (homogeneous grouping). You will watch two guided reading lessons, one in first grade and one in a combined first and second grade. Then you will observe two independent first-grade readers as they research spiders with more challenging texts.

After viewing the classroom excerpts, consider these questions:

- Hildi Perez stated that her goals for the guided reading group were to develop fluency, sight vocabulary, comprehension, and making connections. What instructional practices in her guided reading group reflected these goals?

- How did Ms. Perez and Shari Frost support their students in the guided reading groups?

- Did their students' reading reflect appropriate group placement and choice of texts?

- How did Ms. Perez's instruction for these two students differ from her instruction with the grade-level guided reading group?

Further Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.

Video Segment: Further Discussion (approximate times: 44:55–56:30): Find this segment approximately 44 minutes and 55 seconds after the beginning of the video. Watch for about 11 1/2 minutes. Use the video image at left to locate where to begin viewing.

Following the homogeneous grouping models, the workshop participants discuss the lessons. Compare your ideas with theirs.

After watching the workshop participants' discussion, consider these questions:

- Several workshop participants commented on the fact that Shari Frost did not listen to every child read during the guided reading lesson. Instead, she focused on one or two children. Why do you think Ms. Frost was confident that she did not need to listen to every child read during the lesson? What do you think about this practice?

- The students in Ms. Frost's class were a mixed-grade group. But in their discussion, workshop participants thought it was mixed-ability. How did Ms. Frost's instruction address a mixed-grade group?

Watch the Video, cont'd.

- In response to the participants' discussion, Dr. Paratore concluded:

  > Our responsibility is to advance the literacy of every child, even if that child comes to us already capable. Our responsibility is to stretch every child with whom we work.

  How do you advance the literacy development of your students with your instruction, grouping, and literacy routines?

Examine the Topic

Differentiate Instruction in a Class

In this section, you will explore an activity to better understand how to group students and differentiate instruction to meet the needs of all students.

Children in early grades demonstrate a wide range of skills, experiences, and interests. Many teachers use grouping strategies to differentiate their instruction to address their students' differences. While teachers often understand how to group their classes, deciding on the appropriate instruction practice or activity for the groups often proves more challenging.

The activity Differentiate Instruction in a Class allows you to group children with varying literacy abilities and choose the best instruction to address their literacy needs.

> **Try It Online!** Differentiate Instruction in a Class can be explored as an Interactive Activity. Go to the *Teaching Reading K–2 Workshop* Web site at www.learner.org/channel/workshop/readingk2/.

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

Page 1

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

T Teacher

A 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.
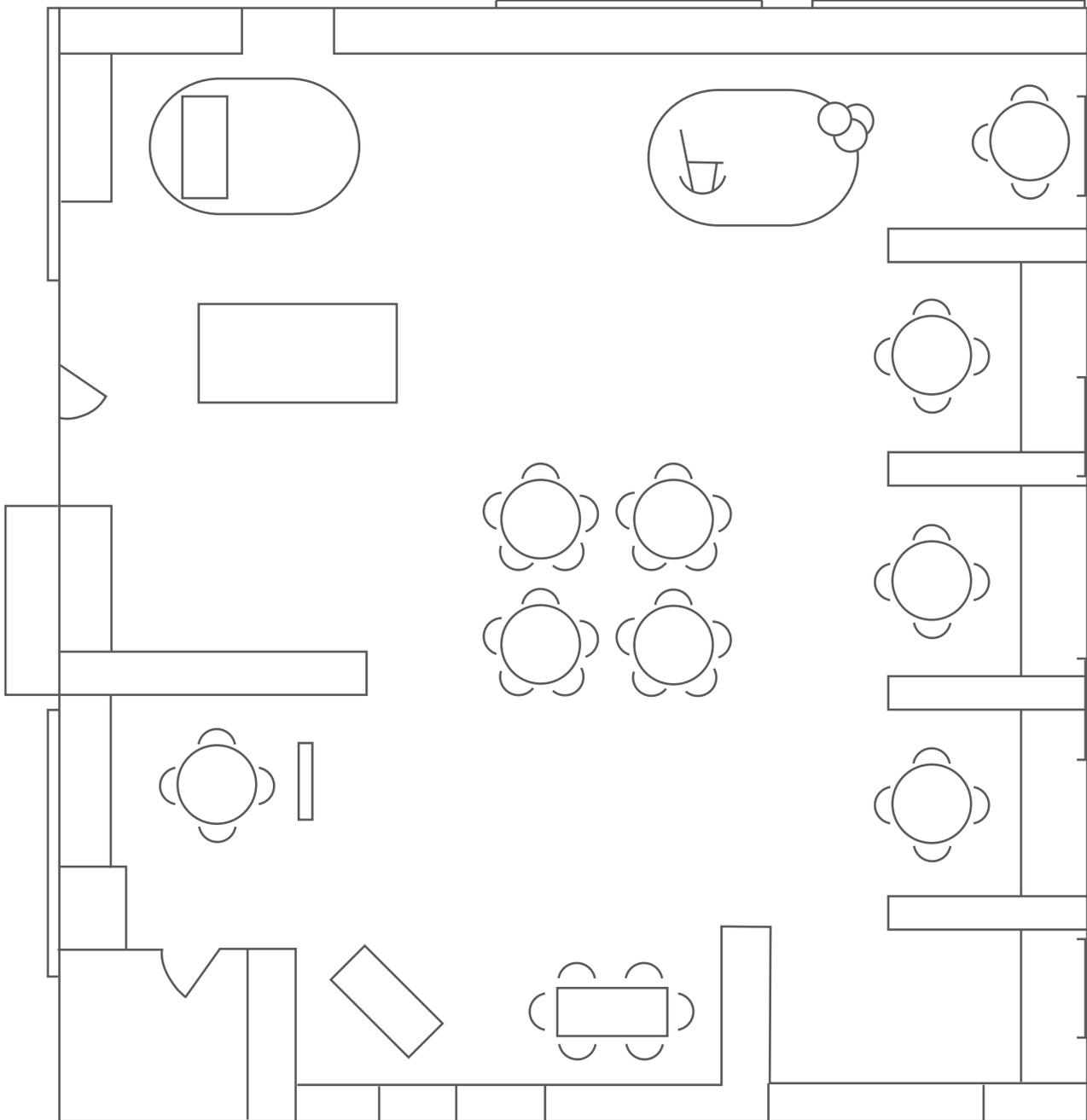
Examine the Topic, cont'd.

After completing the activity, consider these questions:

·   Why did you group students together?

·   Why did you assign each group their activity?

Assignment: Submit your written response to the questions.

Differentiating instruction has the goal of getting students to be self-regulated learners. Teachers need to know when to actively intervene and when to encourage students to work independently. —Robert Rueda, University of Southern California, Rossier School of Education

Extend Your Knowledge

In this section, you will expand your understanding of differentiating instruction by comparing the ideas from the workshop video with passages from various publications. Read and respond to the ideas presented as they relate to your own teaching practices.

Dr. Paratore's lecture and the classroom excerpts illustrate the importance of grouping children flexibly to pro-mote development of reading and writing skills. Grouping options for teaching and learning include whole-class, small-group, peer dyads, and individual contexts. When planning instruction, teachers must make decisions about which grouping plans will optimize learning for all students.

Read the following passage from *Guided Reading* by Fountas and Pinnell, and consider how the ideas presented relate to your own teaching practices:

Like most teachers, we are concerned about the catch-22 created by the harmful effects of grouping and the necessity for children to read material that is right for their skills and abilities. As a way of resolving this dilemma, we propose combining grouping by similar reading processes and text level with a wide range of heterogeneous grouping for other purposes:

·   Maintain heterogeneous whole-group activities for reading aloud, shared reading, literature circles, reader's workshop, science and social studies, interactive writing, and other curricular activities.

·   Promote heterogeneous small-group activities in these same areas.

·   Convene interest groups around literature and curriculum study.

·   Assess individual students using a wide range of measures.

·   Form small, guided reading groups of students who have similar reading processes and can read about the same level of text.

·   Meet with these small, guided reading groups about three to five days a week.

·   Regularly assess children in guided reading using running records.

·   Re-form guided reading groups based on this ongoing evaluation.

If young children are to learn to read, they must encounter materials that support their development. In the beginning, even small details are important. For example, children who are just beginning to understand important concepts about print need clear words with spaces between them and only one or two lines of text. To force them to read complex texts with three or four lines and without clear picture clues would confuse them. Sometimes teachers select books for and have conferences with each child individually. While it is pos-sible to teach guided reading this way, for most teachers it simply isn't practical given the number of children in many classes. In addition, social interaction enhances children's learning to read; they learn how to support and help each other, and when instruction is handled effectively, they learn from the teacher's interactions with individuals and the group. —Fountas, I., and G. Pinnell. *Guided Reading: Good First Teaching for All Children*, 98-99. Portsmouth, N.H.: Heinemann, 1996.

Extend the Topic, cont'd.

Now return to your reading in Session Preparation, "Keeping Flexible Groups Flexible: Grouping Options" by Radencich, McKay, and Paratore. Reread the following passages from the reading that describe the characteristics of whole-class and small-group instruction. Consider how the ideas presented relate to your own teaching practices.

Whole-Class Instruction

With regard to specific literacy goals, whole-class instruction can accomplish several purposes. For example, to begin the reading assignment, whole-class grouping can be used for introducing new vocabulary; discussing background knowledge; and teacher modeling through reading aloud, making predictions, setting purposes for reading, and providing an audience, such as a student who reads to classmates through author's chair. After reading, the whole class can discuss, analyze, and extend the selection. These are all tasks that can be accomplished successfully by children across a range of performance levels. Whole-class organization can also be used for story-telling, dramatizing stories, sharing Big Books, sharing writing pieces, holding sustained silent reading and writing time, and creating language experience charts....

Although there are many advantages to whole-class instruction, there are also disadvantages. Attention to individual needs is minimal; individual students may be less likely to participate; and instruction tends to be teacher rather than student-centered, with less pupil/pupil interaction. Thus, overuse of whole-class instruction may prevent attainment of some important literacy goals. Particularly, it is difficult for teachers who rely too heavily on whole-group instruction to be good kidwatchers....

Teacher-Facilitated Needs-Based Groups

Whereas whole-class instruction is designed specifically to create a shared experience, teacher-facilitated needs-based groups are intended to address diverse learning needs. Needs-based groups are based on Vygotsky's (1978) notion of scaffolding, where meeting students' needs is not so much a matter of placing them in materials at a given level as of providing the scaffolding or instruction support necessary to help them achieve *beyond* that level. This notion has led teachers and researchers to explore ways of meeting students' needs by changing the way teachers teach reading rather than by changing the materials assigned (Paratore, 1990). Teacher-facilitated needs-based groups are particularly beneficial when:

- A few individuals need additional instruction on an ad hoc basis in areas determined by teacher observation, student request, and/or testing.

- Students with special needs or emergent readers require frequent, even daily, extra help.

- Higher performing students need some direction or explanation in preparation for a cooperative or independent learning project.

- Needs-based groups may be interpreted by some to be traditional ability groups. We prefer to refer to them as 'performance' rather than 'ability' groups because the issue really is performance rather than an innate ability. These performance groups are more flexible than traditional ability groups, with students moving among different group types (e.g., skills, need, interest), rather than being restricted only to a performance group with other students at similar reading levels.

—Radencich, M. C., L. J. McKay, and J. R. Paratore, "Keeping Flexible Groups Flexible"

Extend the Topic, cont'd.

Write a reflection relating your own teaching experiences with the passages. In your response, answer these questions:

- When do you use the different grouping formats?

- How do you differentiate instruction for students in whole-class and needs-based groups?

- How have students responded to working in these groups?

> Grouping is one important way to differentiate instruction. Differentiation also occurs through materials selection, level of teacher support, and assignment of student tasks. —Robert Rueda, University of Southern California, Rossier School of Education

Wrap Up

Reflect on Your Learning

In this section, you will review and complete your notes on differentiating instruction.

Review the notes you have taken during this session. Return to the Differentiating Instruction Chart you completed in Session Preparation. Add any new ideas and insights about differentiating instruction to meet the needs of all students. What additional grouping options might you implement? Then add any new ideas for questions and challenges related to flexible grouping. In a paragraph, respond to the following questions:

- Which ideas presented in this session will enhance your teaching and advance the reading development of all students?

- What questions or challenges do you still have?

- What changes will you make in your literacy instruction?

- What support will you need to make these changes?

Assignment: Submit your written reflection.

Put It Into Practice

Choose Activities

In this section, you will apply what you have learned to your own teaching. The three activities are designed to assist you in developing resources for differentiating instruction. Choose one or more of the activities from the list below.

Activity 1: Develop a Flexible Grouping Lesson Plan
Develop a whole-class lesson plan using flexible groups, centered on a single text.

Activity 2: Differentiate Instruction of Curriculum
Identify curriculum goals and the materials to support them, and determine different instructional strategies for teaching the content.

Activity 3: Create a Handbook
Collect literacy resources for each workshop session in a Handbook for Effective Literacy Practices.

1. Develop a Flexible Grouping Lesson Plan

In this activity, you will design a reading lesson that uses a single text for whole-class instruction. Consider the goals of your instruction and the individual needs of your students.

- Copy the Flexible Grouping Lesson Plan (pages 155-156) as an outline for your lesson plan.

- Select a grade-level text for this lesson.

- Complete the Flexible Grouping Lesson Plan by organizing instructional strategies and grouping formats for each part of the lesson.

    For the three lesson parts, group students according to their reading needs for each component of the lesson: No Support, Some Support, and Significant Support. Those students who will be able to read the text independently will be included in the No Support group. Students requiring some support will read the text with a partner or teacher aide. Students who are in the Significant Support group will need to read the text with the teacher in a small group.

Prereading
Convene the whole class to:

- Present and develop a concept highlighted in the book. For example, you could focus on themes such as friendship, families, or animal friends and enemies.

- Introduce vocabulary necessary to read the text or understand the theme.

- Elicit predictions and a set purpose for the children's reading.

Reading the Text
You may want to conduct an initial read-aloud to the whole class or part of the class. Allow the class to move into their groups.

Assign activities to determine how each group will read the story. Activities may include reading the text aloud, discussing the themes of the text, and independent reading of related texts. Students reading with you may need additional vocabulary instruction or concept development before reading.

Assign written responses to the text, for example, workbooks or journal entries.

Put It Into Practice, cont'd.

Responding to the Text

In whole-class or small groups, students will share their understanding and responses to the text. Plan two or three discussion questions for this section.

Assign other response activities, for example, retelling the story, returning to the themes of the text, and sharing writing.

Skills/Strategy Lesson

Extend the lesson to teach specific reading skills or strategies to the whole class or small groups. Decide how students will practice this strategy, for example, you may assign activities to reread the story, read other texts, or respond in writing.

Consider how this lesson provides equal access to the grade-level curriculum while meeting the needs of all students.

Assignment: Submit your lesson plan.

2. Differentiate Instruction of Curriculum

In this activity, you will identify the grade-level themes, topics, or concepts in your basic curriculum areas, and plan instruction to meet the needs of all of your students.

Most school districts have required curriculum topics and themes to be taught at each grade level. While children should have equal access to the grade-level curriculum, they may require different levels of instruction and support in order to be successfully engaged. Teachers must first determine what materials support the curriculum topics and then sort the materials into levels of difficulty. They must also identify which instructional practices will support the literacy development for all their students.

In order to differentiate instruction to meet the needs of your students:

*   Review your grade-level curriculum and identify the different curriculum topic in language arts, social studies, or science. Determine the specific learning goals and expectations for each topic.

*   Explore reading materials that will support each topic. Consider Big Books, multiple copies of fiction and nonfiction, picture books, chapter books, poetry, and other print materials. Then classify each text as easy, challenging, or just right for your students.

*   List instructional strategies that will support your lowest performers and challenge your highest performers when reading these materials. Relate these strategies to your goals and the text (e.g., rereadings for understanding and fluency, choral readings, retellings, note-taking skills, personal word lists, etc.).

*   Create different groups to enhance learning of each curricular theme. Make a list of students in each group based on:

    *   similar literacy needs

    *   similar interests

    *   work habits

    *   background knowledge of topic

    *   partner support

Put It Into Practice, cont'd.

- List instructional practices that will support your lowest performers and challenge your highest performers for each curriculum topic. For example, reading aloud, rereading of texts, partner reading, note-taking strategies, graphic organizers, etc.

Assignment: Submit the differentiated instruction for one curriculum area.

3. Create a Handbook

In this ongoing activity, you will collect literacy resources in a Handbook for Effective Literacy Practices (see page 6) to use in your classroom.

Today, you will create a section focused on differentiating instruction with an emphasis on flexible grouping patterns. Include resources you already use and plan to use in the future. Place them in the section for **Differentiating Instruction**. You may want to include:

- the lesson plan you developed in Activity 1, adding additional flexible grouping lesson plans as you teach them

- themes/topics, materials, grouping plans, and instructional practices recorded in Activity 2

- a list of instructional strategies that support struggling and capable readers in reading and writing

- a list of center activities that address the varied needs of all students in your grade

- a list of required titles organized by grade level

Assignment: Submit a copy of your completed Handbook at the end of the workshop series. **Idea:** Do this activity with your colleagues to create a comprehensive collection of resources and instructional plans.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 6: Differentiating Instruction.

1. Session Preparation

Complete the Differentiating Instruction Chart.

2. Differentiate Instruction in a Class

Complete the activity and respond to the questions that follow.

3. Reflect on Your Learning

Review and complete your notes. Write a final reflection on the session.

4. Develop a Flexible Grouping Lesson Plan

Develop a whole-class lesson plan using flexible groups, centered on a single text.

5. Differentiate Instruction of Curriculum

Identify grade-level themes and topics in your curriculum areas and plan instruction for all students.

6. Create a Handbook

Submit a copy of your completed Handbook at the end of the workshop series.

For Next Session

Go to session 7: Before You Watch. Review the Video Summary and complete the Session Preparation activities.

Related Resources

Professional Resources

Allington, R. L. "Research on Reading/Learning Disability Interventions." In Farstrup, A. E., and S. J. Samuels, eds., *What Research Has To Say About Reading Instruction*, 261–290. Newark, Del.: International Reading Association, 2002.

Caldwell, J. S., and M. P. Ford. *Where Have All the Bluebirds Gone? How To Soar With Flexible Grouping.* Portsmouth, N.H.: Heinemann, 2002.

Cunningham, P. M., and D. Hall. "The Four Blocks: A Balanced Framework for Literacy in Primary Classrooms." In Harris, K., S. Graham, and D. Deshler, eds., *Teaching Every Child Every Day* , 32–76. Cambridge, Mass.: Brookline Books, 1998.

Cunningham, P. M., D. P. Hall, and M. Defee. "Nonability-Grouped, Multilevel Instruction: Eight Years Later." *The Reading Teacher* 51, no. 8 (May 1998): 652–665.

Hiebert, E. H. "Multiple Literacy Contexts in Classrooms: Frameworks, Functions, and Forecasts." In Radencich, M. C., and L. J. McKay, eds., *Flexible Grouping for Literacy in the Elementary Grades*, 149–170. Boston, Mass.: Allyn and Bacon, 1995.

Hall, D. P., C. Prevatte, and P. M. Cunningham. "Eliminating Ability Grouping and Reducing Failure in the Primary Grades." In Allington, R. L., and S. A. Walmsley, eds., *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*, 137–158. New York, N.Y.: Teachers College Press, 1995.

Radencich, M. C., and L. J. McKay. *Flexible Grouping for Literacy in the Elementary Grades.* Boston, Mass.: Allyn and Bacon, 1995.

Radencich, M. C., et al. "Implementing Flexible Grouping With a Common Reading Selection. In Radencich, M. C., and L. J. McKay, eds., *Flexible Grouping for Literacy in the Elementary Grades*, 42–65. Boston, Mass.: Allyn and Bacon, 1995.

Strickland, D. S. "Classroom Intervention Strategies: Supporting the Literacy Development of Young Learners at Risk." In Strickland, D. S., and L. M. Morrow, eds., *Beginning Reading and Writing*, 99–110. New York, N.Y.: Teachers College Press, 2000.

Tomlinson, C. A. *The Differentiated Classroom*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1999.

Related Research

Allington, R. L. "The Reading Instruction Provided Readers of Differing Reading Ability." *Elementary School Journal* 83 (1983): 548–559.

Goodman, Y. "Kidwatching: Evaluating Written Language Development." *Australian Journal of Reading* 5 (1982): 120–128.

Hiebert, E. H. "An Examination of Ability Grouping for Reading Instruction." *Reading Research Quarterly* 18 (1983): 231–255.

Pressley, M., et al. *Learning To Read: Lessons From Exemplary First-Grade Classrooms*. New York, N.Y.: Guilford Press, 2001.

Related Resources, cont'd.

Classroom Excerpts Used in the Video

Classrooms shown in the video session are from *Teaching Reading K–2: A Library of Classroom Practices*.

100 Days of Reading with Shari Frost

Assessment-Driven Instruction with Hildi Perez

Promoting Readers as Leaders with Valerie Kostandos

Instructions:

Complete this chart by considering what you know about grouping options for instruction.

1. List specific examples of lessons used within each grouping format.

2. Next, list the instructional purposes or goals of the lessons.

3. Finally, list questions and challenges you have when using each grouping format.

Teaching Reading K–2 Workshop

Differentiating Instruction Chart

Grouping Options Comprehension	Instructional Goals	Challenges/Questions
Shared Reading		
Guided Reading		
Independent Reading		

Instructions:

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

Teaching Reading K-2 Workshop

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.

Instructions:

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

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		

Session 6: Differentiating Instruction Lecture Poster 3

Instructions:

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

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	

Session 6: Differentiating Instruction Lecture Poster 4

Instructions:

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

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.	

Grade-Level Text: _____

Flexible-Grouping Lesson Plan

Date: _____

Lesson Part and Grouping	Instruction/Activity
Prereading	
Whole-Class	Concept Development:
	Vocabulary:
	Predicting/Purpose-Setting:
Reading the Text	
Whole-Class/Part-of-Class	Teacher Read-Aloud
No Support Group	
Some Support Group	
Significant Support Group	
Written Response	
Whole-Class OR	
No Support Group	
Some Support Group	
Significant Support Group	

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Response to the text	
Whole-Class	Discussion Questions: 1. 2. 3.
No Support Group	
Some Support Group	
Significant Support Group	
Skills/Strategy Lesson	
Whole-Class OR	
No Support Group	
Some Support Group	
Significant Support Group	