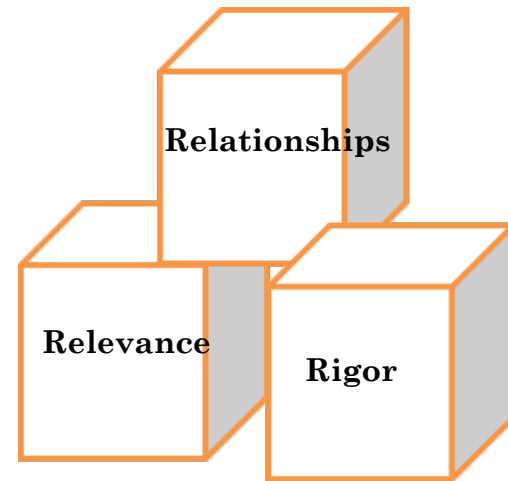
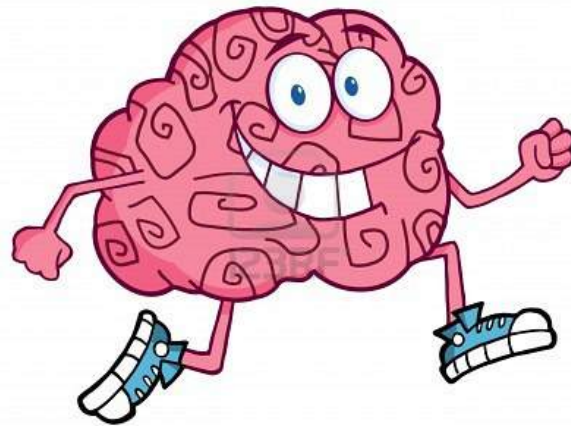
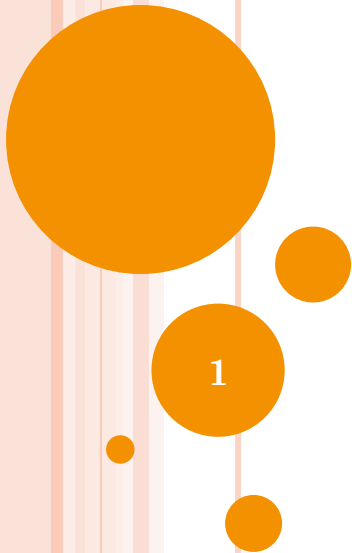


# INSTRUCTIONAL PLANNING FOR ALL STUDENTS



# LITERACY DEVELOPMENT

Occurs in prepared, literacy-rich environments where planned experiences facilitate development in ***LANGUAGE, READING, WRITING, LISTENING, SPEAKING & VIEWING*** in coordination with content-area subjects. An important concern at all times is the integration of all these literacy dimensions!

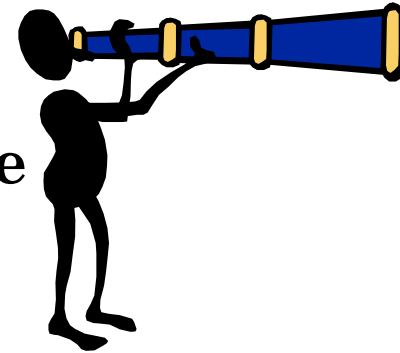
Lesley Mandel Morrow

# FIVE E'S INSTRUCTIONAL MODEL

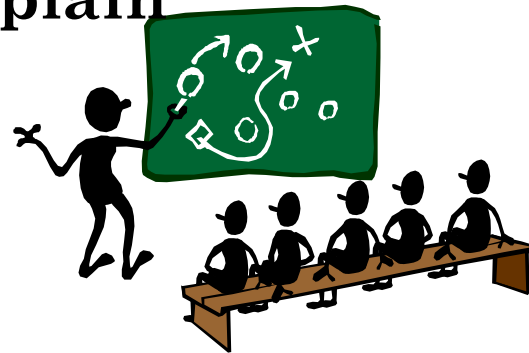
**Excite/Engage**



**Explore**



**Explain**



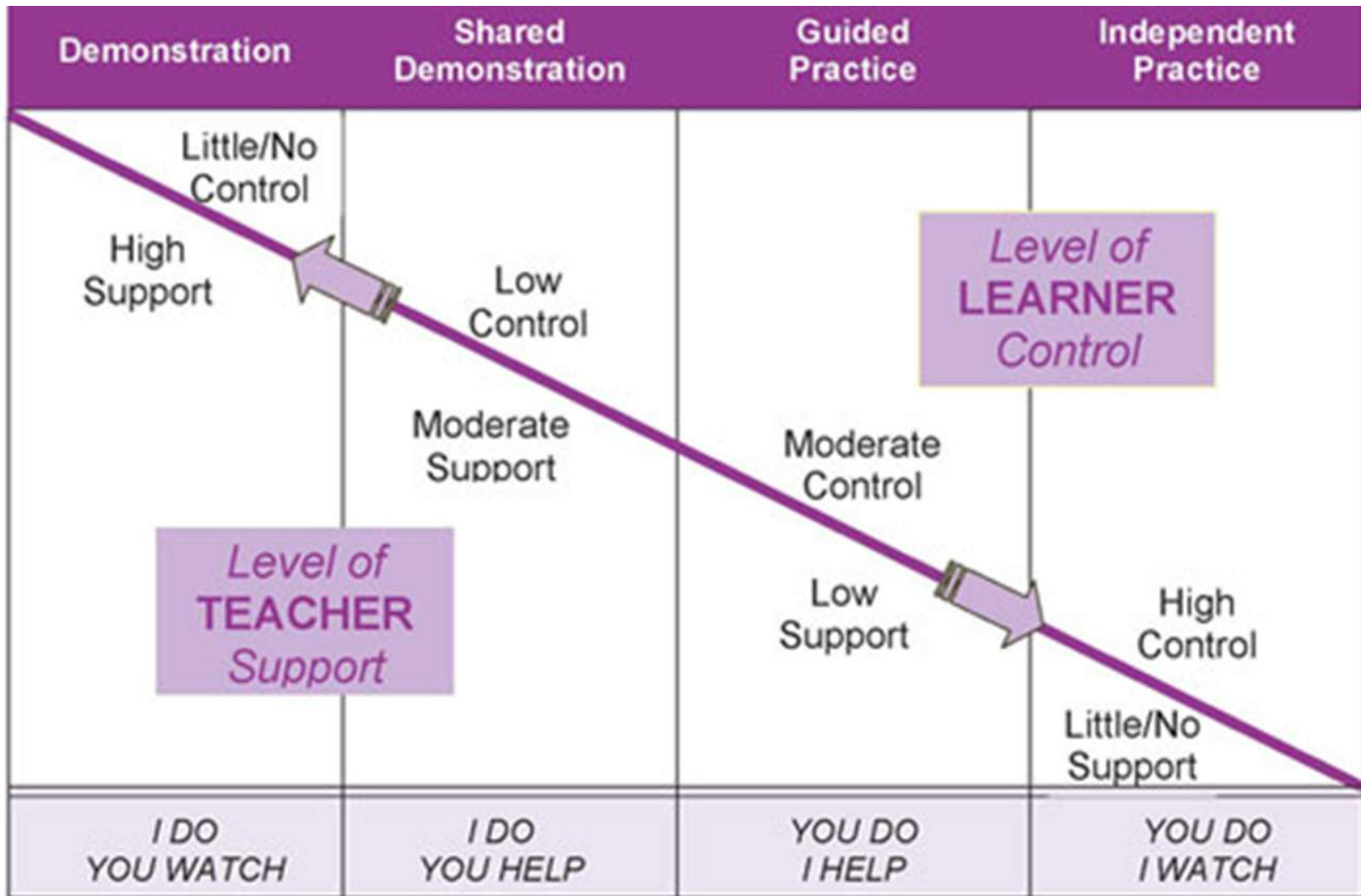
**Extend/Elaborate**



**e**



# GRADUAL RELEASE



# Planning for Differentiation

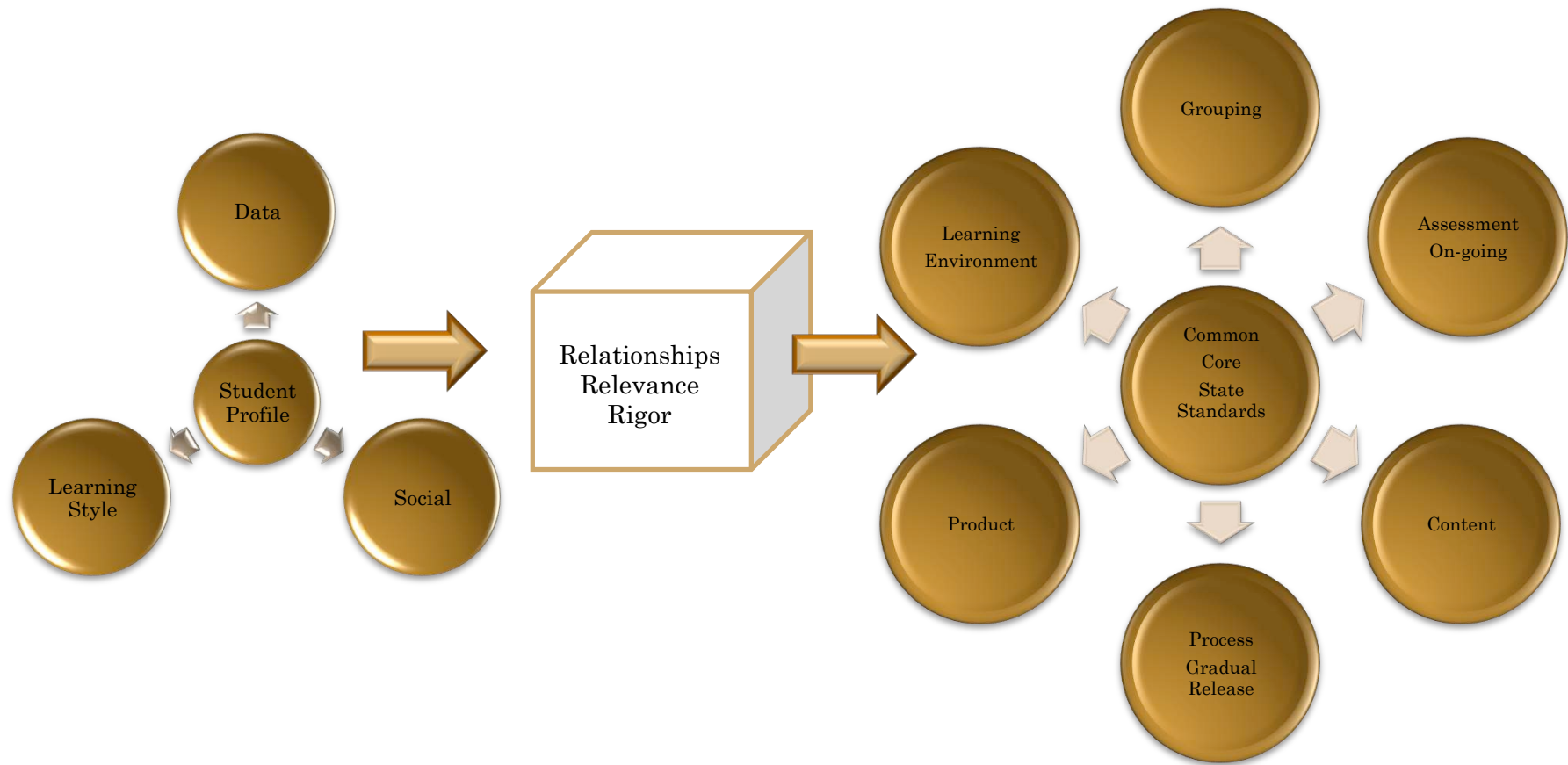
**It is not about lowering the standard it is about helping students to see the doable route to achieving the standard.**

# CLASSROOM PRACTICES INVENTORY

Activity:

- Use this inventory to think about what classrooms you are visiting are already doing to differentiate instruction.
- Mark an X on the continuum where the current teaching practice lies.

# INSTRUCTIONAL PLANNING FOR ALL STUDENTS



# KNOWING YOUR STUDENTS

*They don't care what we know  
until they know that we care.*

*Madeline Hunter*



# DIFFERENTIATED INSTRUCTION

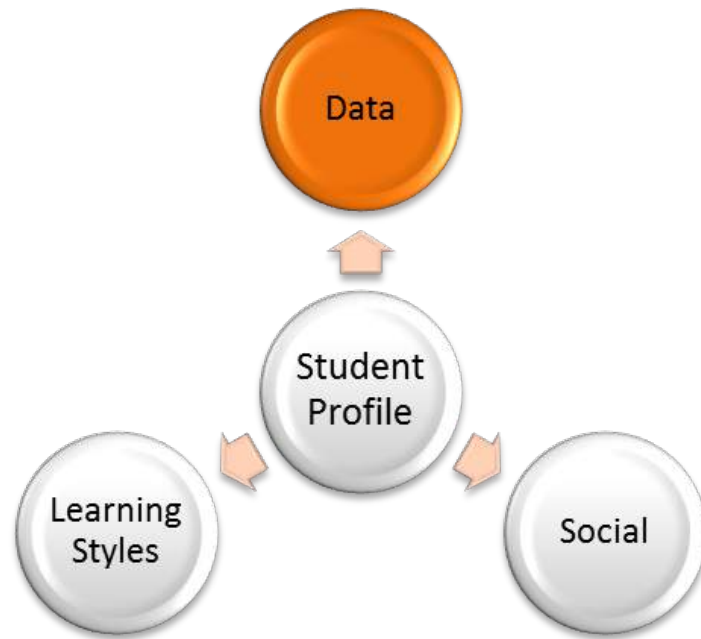
- Begins and ends with clear understanding of:
  - Student's needs
  - Student's capabilities
  - Common Core State Standards - what students need to know and be able to do

## DIFFERENTIATION

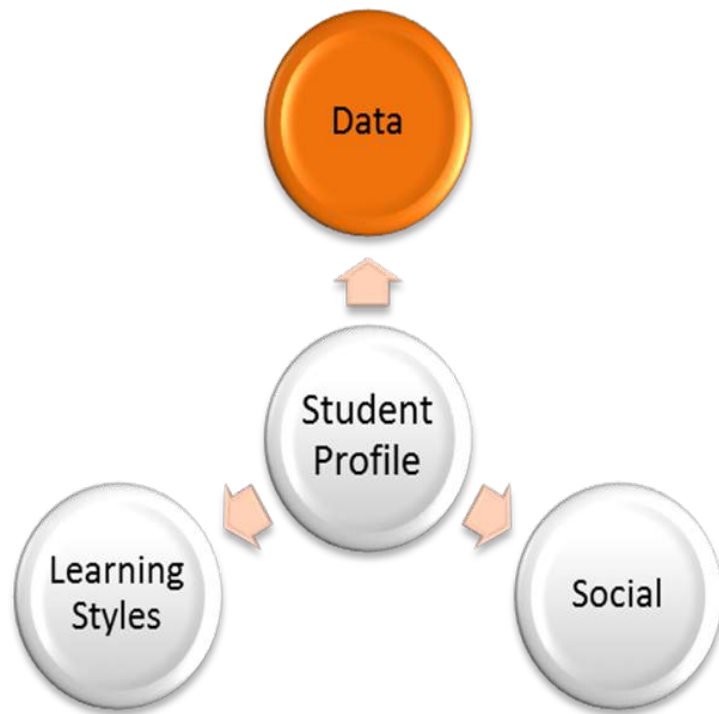
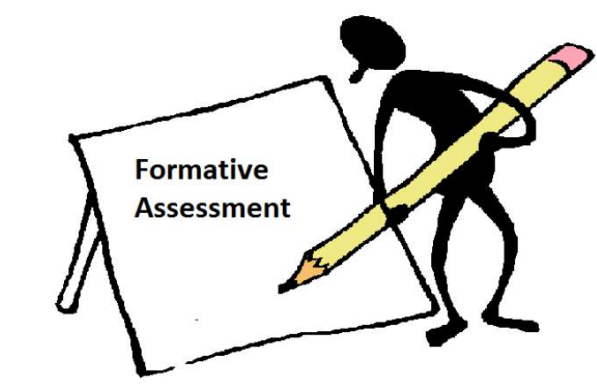
Response to student's needs...without the knowledge of the student there is no need for differentiation...because without the knowledge, differentiation would be random

# DATA

Screening  
Progress Monitoring  
Formative  
Diagnosis  
Outcome - Summative

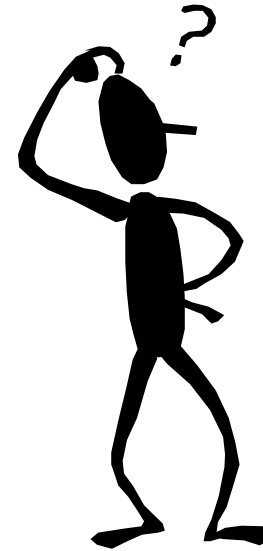
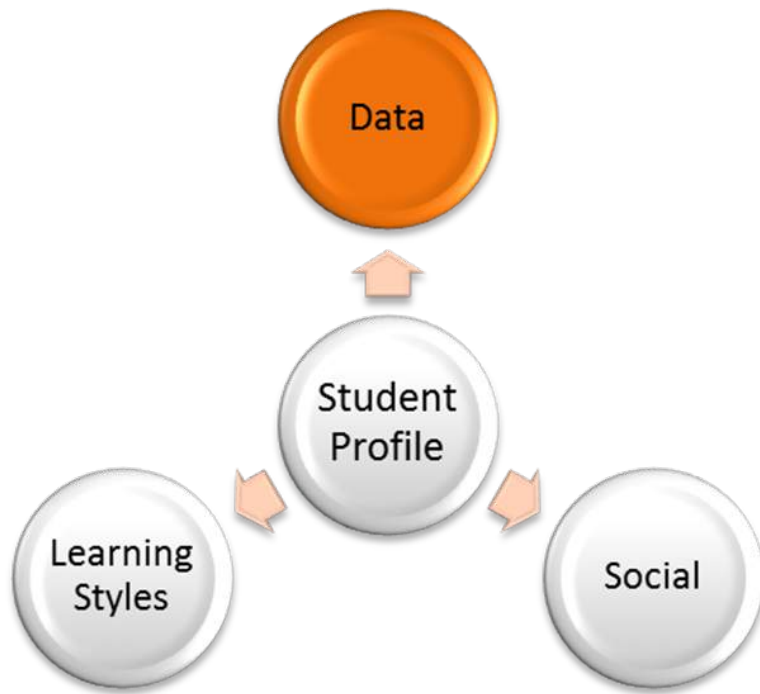


# FORMATIVE ASSESSMENT



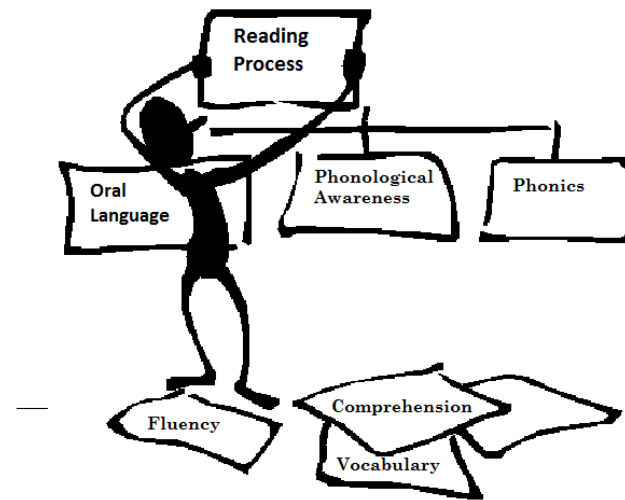
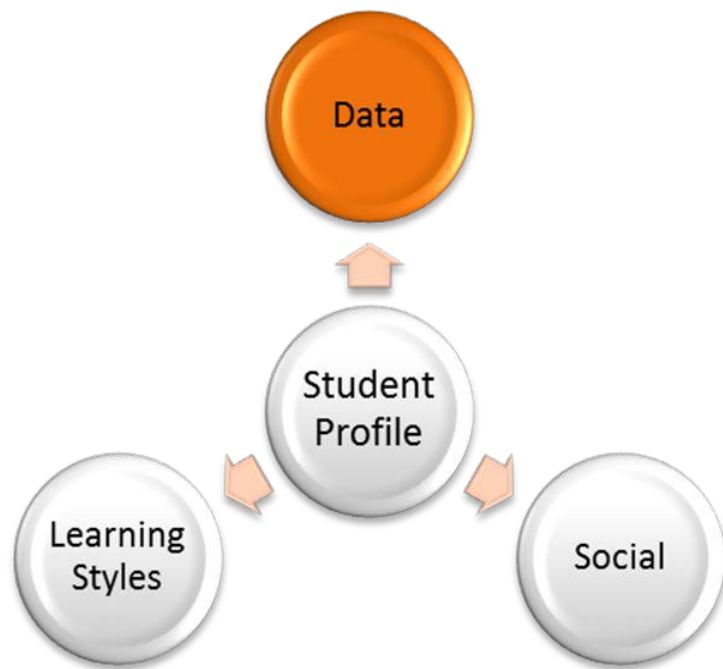
- Planned & On-going
- Occurs during Instruction
- Guides & Focuses instruction

# USING FORMATIVE ASSESSMENT FOR DECISION MAKING



How and What to  
teach students!

# LEARNING PROGRESSION



A sequenced set of sub skills that is a map for formative assessment.

# READING PRIORITIES

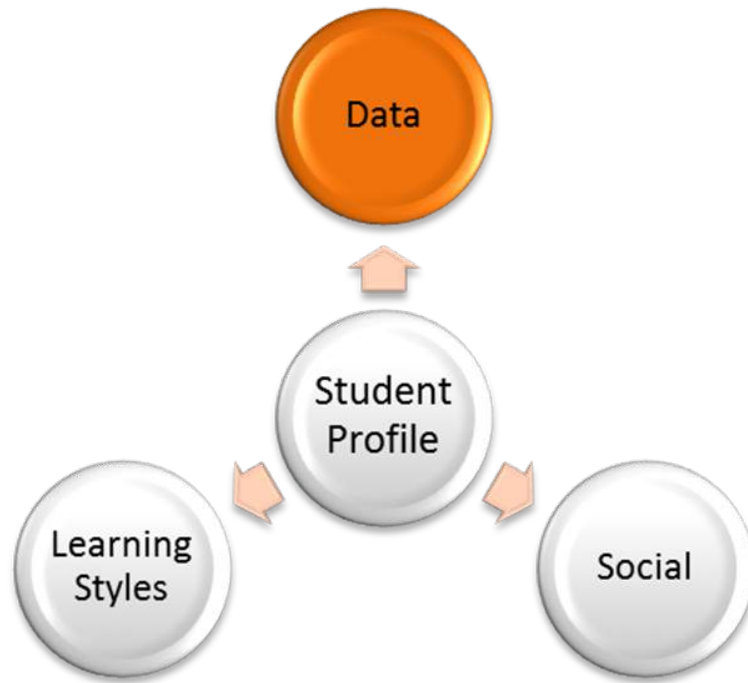
Six Components	4 Types of Assessment	High-Quality Initial Instruction	Intensive Intervention
Oral Language	Screening	Background Knowledge	Extended Time
Phonological Awareness	Progress Monitoring	Explicit, Systematic	Flexible Grouping
Phonics	Diagnosis	Differentiated, Scaffolded	Accommodations
Fluency	Outcome	Reading/Writing Connection	More frequent Progress Monitoring
Vocabulary		Print-rich	Aligned with Response to Intervention (RtI)
Comprehension		Motivation	

# PHONOLOGICAL AWARENESS CONTINUUM

Type	Description	Examples
<b>RHYME</b>	Matching the ending sounds of words	cat, hat, bat, sat
<b>ALLITERATION</b>	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
<b>SENTENCE SEGMENTATION</b>	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
<b>SYLLABLES</b>	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
<b>ONSETS AND RIMES</b>	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it ( <b>rime</b> )	/m/ /ice/ /sh/ /ake/
<b>PHONEMES (Phonemic Awareness)</b>	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/

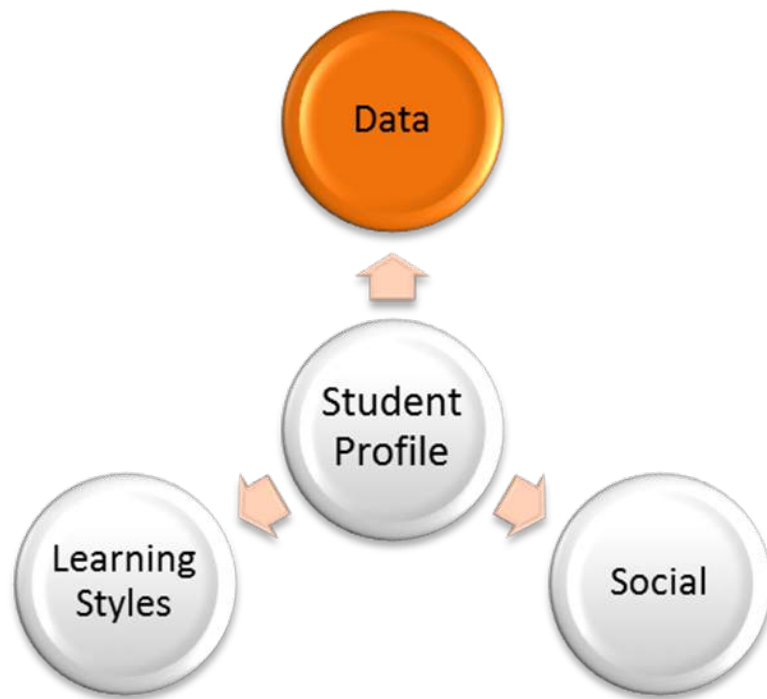
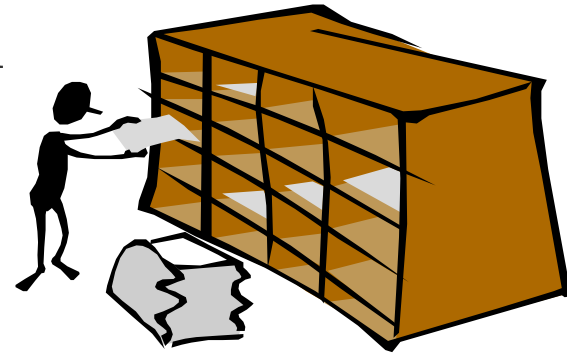


## FORMATIVE ASSESSMENT IS USEFUL WHEN...



- Motivates & engages
- Leads to independence
- Relevant

# HOW TO ORGANIZE THE DATA



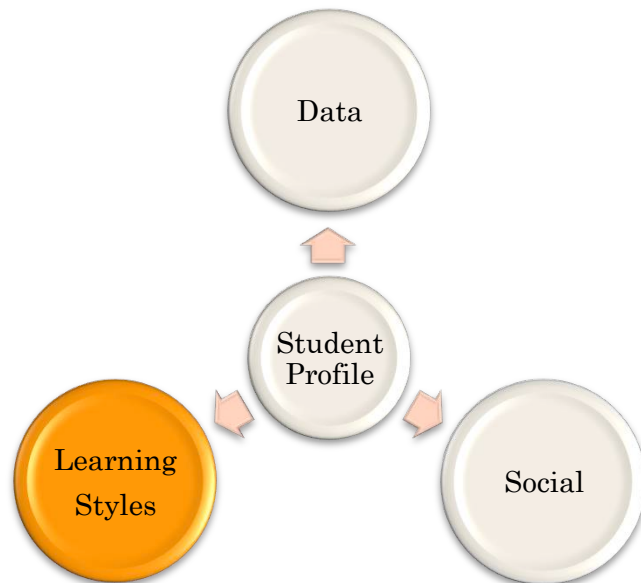
A systematic system for collecting & analyzing data.

# ACTIVITY

## Think-pair-share

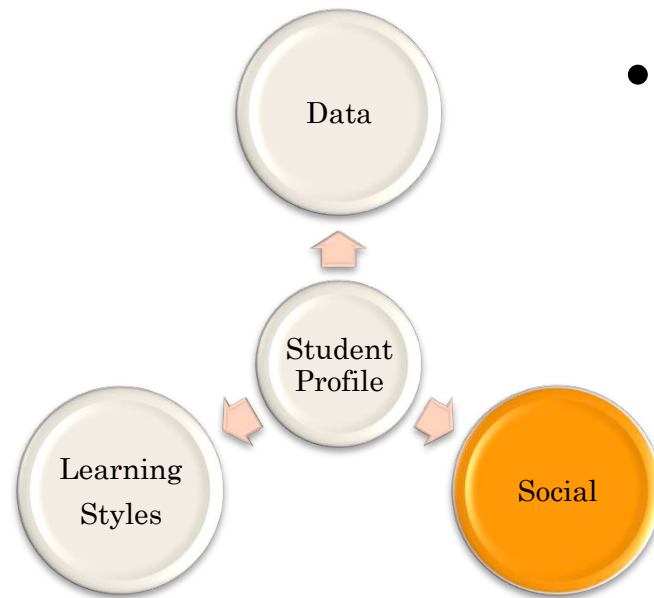
- Reflect on formative assessments your teachers are currently using.
  - What systematic process are they using?
  - If they are not currently using formative assessment how can you facilitate this process?

# LEARNING STYLES



- Brain Research

# SOCIAL



- Social Learning is the first and most influential level of language acquisition

# BUILD

**B** Build Over Time

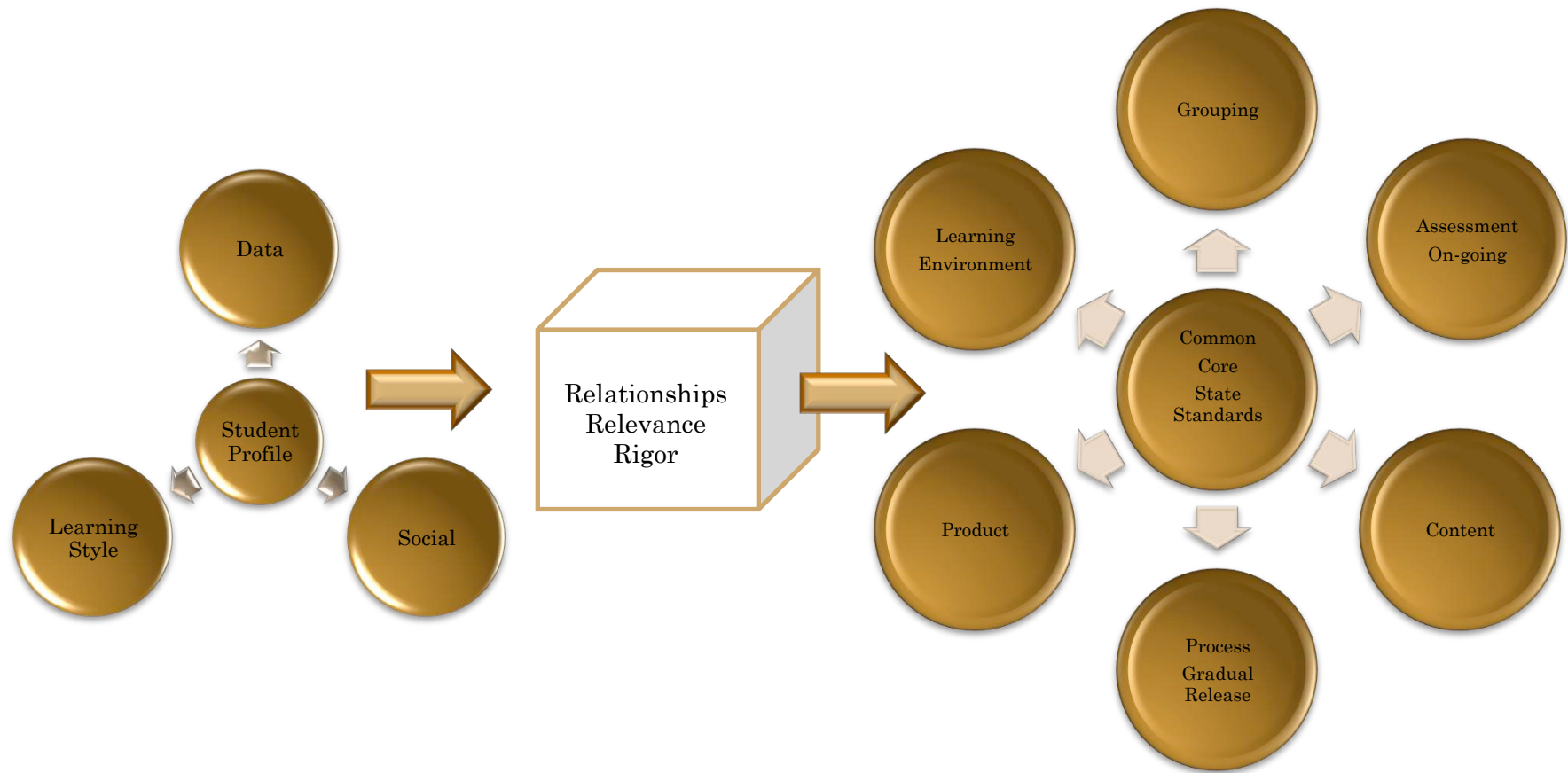
**U** Use Observation

**I** Inventories

**L** Learner Reflect & metacognition

**D** Data from a variety of sources

# INSTRUCTIONAL PLANNING FOR ALL STUDENTS

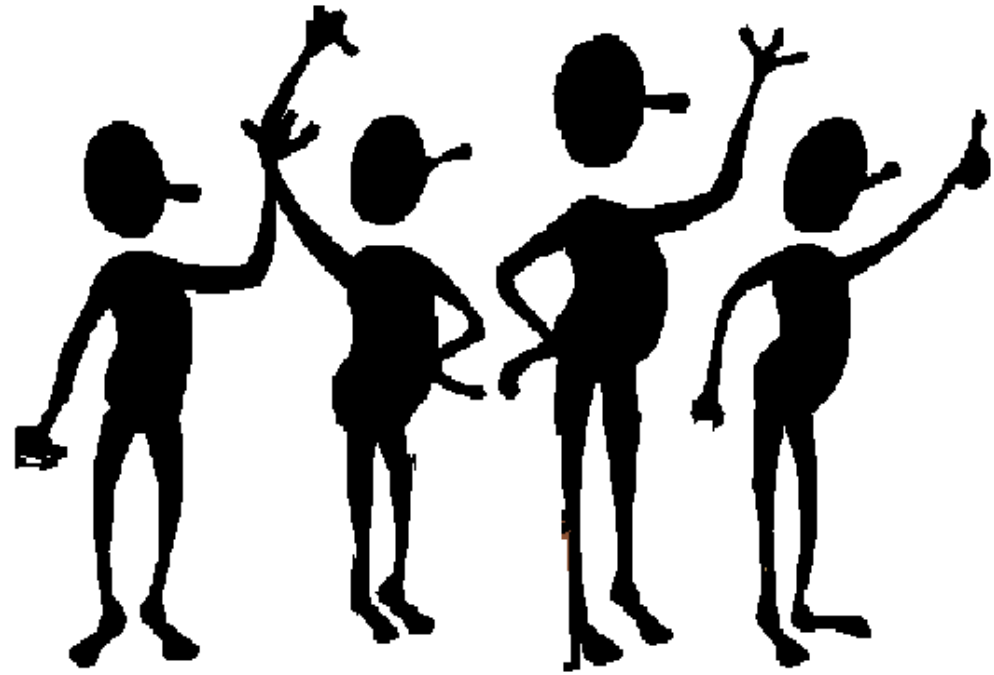
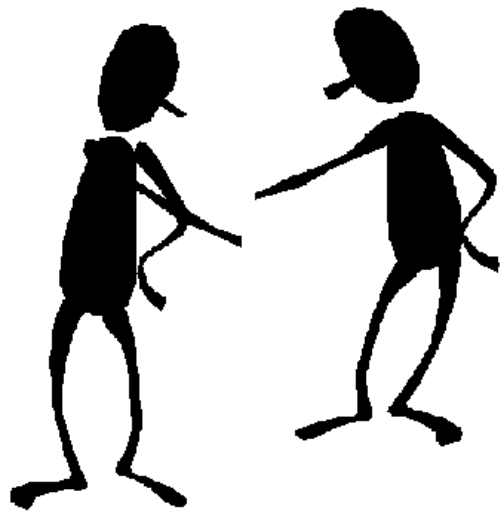


# EFFECTIVE INSTRUCTION HANDOUT

Characteristics	Guiding Questions
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?
Instructional Routine	Are the instructional formats consistent from lesson to lesson?



# GROUPING



# GROUPING IS ABOUT...

Improving instruction  
for all students.



# SMALL GROUP IS ABOUT



Improving learning  
for all students.

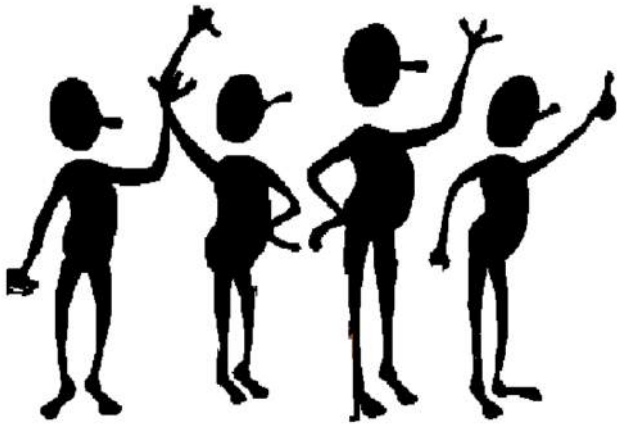
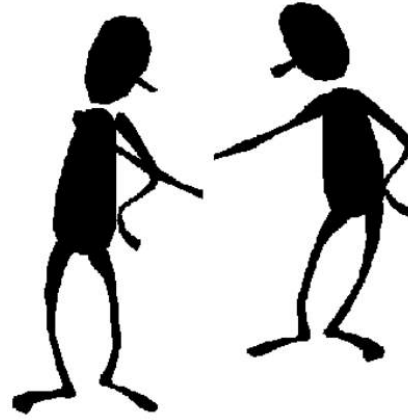
# FLEXIBLE GROUPING STRATEGIES T-A-P-S

- T – Total Group
- A – Alone
- P – Partner
- S – Small

## TYPES OF GROUPS

- Educational Need
- Random
- Structured
- Interests

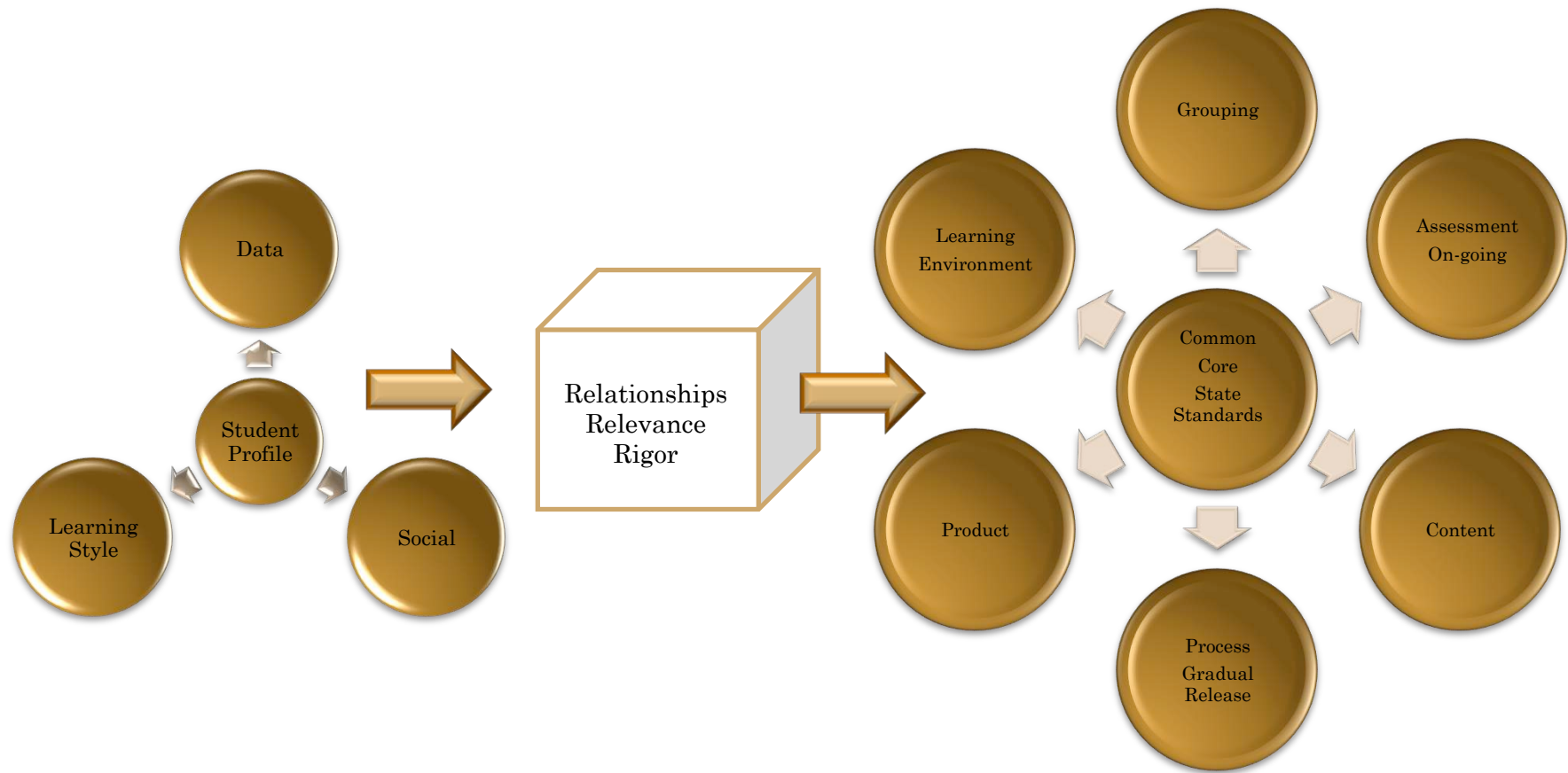
# REGROUPING



## ACTIVITY

- With an elbow partner think about a classroom setting you are working with.
- What kind of grouping is taking place and what is the established purpose?
- Keeping in mind where your teachers are with grouping in their classroom what guidance can you give in implementing the guidelines for GROUPING?

# INSTRUCTIONAL PLANNING FOR ALL STUDENTS





THANK YOU!

## References

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- Gayle H. Gregory & Amy Burkman (2012). Differentiated Literacy Strategies Grades K-6 for English Language Learners. Thousand Oaks, CA: Corwin.
- W. James Popham, (2008). Transformative Assessment. Alexandria, VA: Association for Supervision & Curriculum Development