


## Differentiating Instruction: Guidelines for Implementation

Breakout Session



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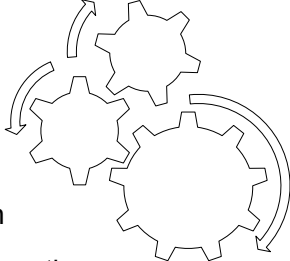
## Differentiate ...

Teach differently

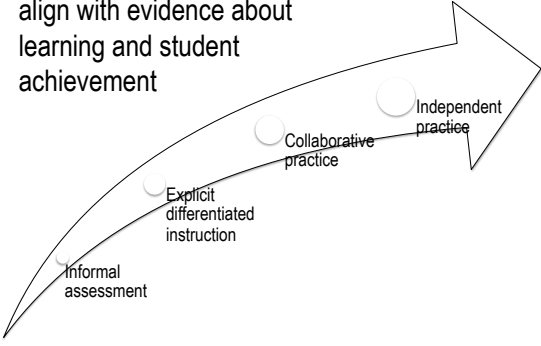
**HOW** we teach

**WHAT** we teach

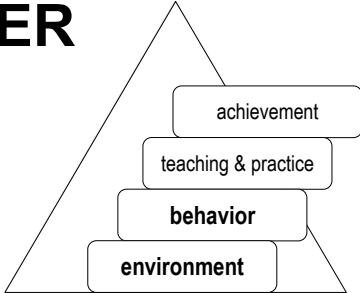
**HOW** students practice




Classroom practices should align with evidence about learning and student achievement



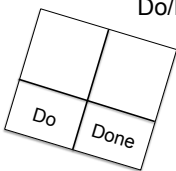
## Establish ORDER




## Establish consistent routines for paper management



Mailboxes



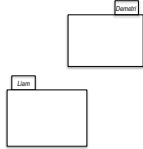
Do/Done folders  
(Separate folder or binder used for homework)



Student contracts

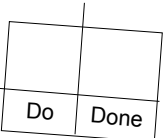
## Create student mailboxes for data and paper management

- Use hanging file folders, one per student
- Students enter room & deliver/retrieve mail
- Student leave room & deliver/retrieve mail
- Assign Mailbox Monitors
- Clipboard, list of students' names

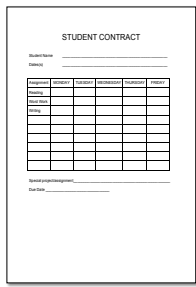


### Teach organizational planning using Do/Done Folders

- Student contract & assignments in folder
- Left pocket contains *work in progress*
- Right pocket contains *completed work*
- Place in mailboxes for review, or
- Return to Mailbox at end of day



### Use Student Contracts

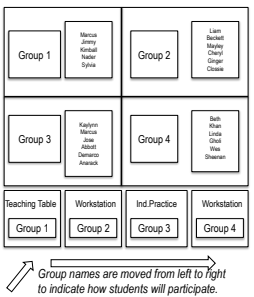


- Assign specific workstations to students for collaborative practice
- Differentiate independent practice assignments
- Have students discuss assignments & plan completion

### Manage routines with a Rotation Chart to differentiate instruction

**Students know ...**


- what to do
- who they work with
- when & where they work
- when they work with teacher



Group names are moved from left to right to indicate how students will participate.

### Adjust daily schedules

- Shorter activities, 15-20 min.
- Whole class overview, quick review
- Small groups teaching & practice
- Efficient transitions in



### Daily Schedule

8:15-8:35	Whole class AM overview
8:40-9:00	SMALL GROUPS, transition
9:05-9:25	SMALL GROUPS, transition
9:30-9:50	Whole class, transition
9:55-10:15	SMALL GROUPS
10:20-10:40	SMALL GROUPS, transition
10:45-10:55	Whole class or partner practice

### Group for instruction all day

12:30-1:00	Whole class activity
1:10-1:30	SMALL GROUPS
1:35-1:50	Whole class lesson
2:00-2:20	SMALL GROUPS
2:30-2:50	SMALL GROUPS
2:55-	Whole class wrap up/review

### Monitor use of instructional time



- Red dot at top
- Yellow dot at 5 minutes
- Green dot at 15-20 minutes
- Assign timekeeper
- 5-minute WARNING

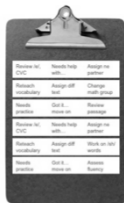
TEACH time awareness!

### Collect and use data to group for teaching and practice

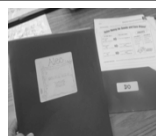
Develop a clear understanding of **2** things:

- 1 Students' capabilities and needs as defined by their current performance or "evidence" (*data that supports decision-making*)
- 2 What CCSS/district/state standards require

### Mailing labels on a clipboard



Positively stated comments recorded on mailing labels



Work samples

- Observe student responses to determine capabilities & needs
- Analyze patterns of error
- Ensure students understand expectations

### Provide high quality teaching

- Lesson purpose & feedback are specific to need
- Similar-skill grouping; homogeneous
- Teacher-led, differentiated, on-grade level text
- Follows learning progressions
- Collaborative, interactive

### TEACH differently

- Read text aloud to and with students to develop a stronger sense of where to pause in sentences, how to group words
- Read to stopping points and pause to discuss the meaning of the text
- Model how to read text closely and purposefully
- Read, Talk, Tell responding to text-dependent questions

### Develop speaking & listening skills

- Demonstrate command of conventions of standard English grammar in speaking & writing
- Participate in collaborative conversations and discussions
- Follow agreed-upon rules of discussions
- Stay on grade level topic, linking comments to others' input
- Use correct grammar communicate in complete sentences (subject/verb agreement, nouns, pronouns, verb tenses)
- Ask questions to clarify understanding
- Explain their own ideas in light of discussion
- Summarize/report & support ideas & understanding

### Differentiate vocabulary instruction and word work

HEAR words in spoken

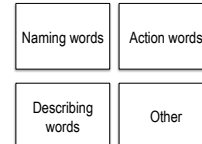
SEE the BIG IDEA

SAY words aloud & listen

DO ...Copy teacher's model

### Teach good grammar: subject/verb agreement

- Divide chart or bulletin board into 4 sections
- List words on cards
- Students manipulate words to create text
- Read text...Does that sound right?
- Copy text



### Changes for reading instruction

- Instruction with on-grade level, more challenging text
- Understand the author's purpose and perspective
- More teaching and support to read challenging text (without reading text to students & telling them what it says)
- More rereading, talking about text, and writing in response to text; more synthesizing & analyzing

(Shanahan, 2012)

### How do we build students' reading skills?

- Read text aloud to develop a stronger sense of where to pause in sentences, how to group words, and how voices should rise or fall at various junctures when reading aloud
- Read to stopping points and pause to discuss the meaning of the text
- Read, Talk, Tell with partner
- Teach students to read text closely and purposefully

### Lower text complexity

- Pre-read the text and locate challenging words
- List challenging words & create learner-friendly definitions
- Pre-teach & practice vocabulary words
- Use vocabulary in oral language
- Locate words in text & read together
- READ text ALOUD like conversation and discuss big ideas
- Read text to & with students
- Use graphic organizer to identify story parts or big ideas

### LEVEL UP

Adjust text complexity based on lesson purpose using different reading selections

- Use more complex text in small group with teacher (on-grade level text complexity for TEACHING)
- Use lesser complex text for guided practice (formerly taught text or Leveled Readers)
- Increase complexity towards grade level as students' skills become more proficient

### Collaborative practice

- Collaborative, guided practice by teacher or peer
- Mixed skill grouping; heterogeneous
- Lesson purpose is specific to need
- May or may not include a product
- Work is NOT graded

### Collaborate with peer partners

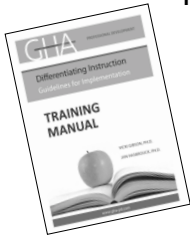
**READ, TALK, TELL, INFER**

READ closely.

TALK collaboratively.

TELL the evidence.

INFER what text means.



Thanks for participating  
with me today!

#### Contact information

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