

# Differentiated Instruction



*First Grade Teacher Reading Academy*



**Literacy-Related Centers/Workstations:  
Extending Learning for All Students**

<p><b>ALL ABOUT WORDS</b></p>	<p><b>READING CORNER</b></p>
<p><b>WRITING PLUS</b></p>	<p><b>INVESTIGATIONS</b></p>

## What Other Students Are Doing While You Teach A Small Group: Suggestions for Small-Group Reading and Writing Activities

Provide opportunities for students to work in literacy-related centers or workstations, or on reading- and writing-related activities and projects.

These types of activities will provide the structure that allows you to teach small groups.

Demonstrate activities in lessons before incorporating them in a center/workstation:

- Provide guided practice of activities before students are asked to work on their own in centers/workstations.
- Create easy-to-follow rules.

### SAMPLE READING AND WRITING CHARTS:

Things to Remember	Questions to Ask Yourself
Choose one activity. Handle materials carefully. Speak softly. Take turns. Listen to others. Stay with your group. Help others. Return materials.	Did you help someone? Did you share your materials? Did you take turns? Did you understand the activity? Did you complete the activity?

Group reading and writing activities provide opportunities for students to work independently in small-group settings, with partners, and individually.

Remember to balance small, same-ability groups with flexible, multi-ability groups to avoid the stigma of static groups.

Groups can consist of student pairs, triads, groups of four, seven to ten, half the class, whole class, random grouping, or activity grouping.

Link a variety of activities to reading skills/topics/content area subjects.

- Select concepts or skills to address. Then choose activities that help students to understand, practice, and apply previously-taught material.
- Centers/workstations are not “busy work.” Link all activities to classroom instruction. Centers should provide additional practice and extend learning for **all** students.
- Consider traffic flow, use of materials, and space.
- Include a variety of areas for small groups to work throughout the classroom.
- Start slowly at the beginning of the year. Replenish materials and change every week.

Provide choices: Some students need more practice than others and benefit if activities remain in centers for extended periods of time.

- Larger, ongoing projects provide “something to do” for students who complete other work.
- Incorporate activities/lessons that you teach in whole group or small groups for extra practice. Struggling readers will benefit if some elements of reading are sequenced from less difficult to more difficult tasks, such as phonemic awareness or fluency practice.
- For other elements, provide opportunities for all students to engage in a wide range of tasks and activities representing various levels of complexity, such as activities that promote comprehension.

Many of the instructional practices and activities provided in the academy can be used in centers/workstations or practiced independently while you are working with a small group.

**SAMPLE READING AND WRITING ACTIVITIES:**

- Read by yourself or with a partner.
- Reread a book 3–5 times by yourself or with a partner.
- Read a book, magazine, or newspaper.
- Read a(n) \_\_\_\_\_. (e.g., information book, alphabet book, book about a topic studied, poem).
- Read around the room with a pointer.
- Read from your book box or your journal.
- Read from the poem box.
- Listen to a book on tape and read along in the book.
- Tell a story to a friend using the felt board for a book you read or a story you wrote.
- Read a book and tape record it.
- Retell a book and tape record it.
- Draw a story for a friend.
- Draw a picture about a story you read.
- Read a story on the computer.
- Retell a story using puppets.
- Practice and perform a Readers' Theatre.
- Write words using previously taught spelling or syllable patterns.
- Make words with letter tiles, magnetic letters, etc.
- Write as many words as you can using previously taught spelling patterns (e.g., use dry-erase boards).
- Conduct a word hunt for other words that follow spelling patterns used in a Making Words lesson.
- Write a story by yourself or with a partner.
- Write in your journal.
- Write a letter to a friend about the book you are reading.
- Write a letter to a friend or make a greeting card.
- Write a story on the computer.
- Write a report using information books.
- Write a news story about our class.
- Write a how-to story.
- Make a book for a story you wrote.
- Make an alphabet book.
- Survey classmates to find their favorite book by an author.
- Write questions and research answers about topics related to other content areas.

### Example of Developing an Activity Linked to a Lesson

A lesson teaches students about doubling the final consonant in CVC words.

Develop a **Making Words** activity for the **All About Words** center:

- Students use magnetic letters to make 12 words from a teacher-prepared list.
- They add *-ed* to the words, doubling the final consonant if words fit the CVC pattern.
- Words are written in their journals.

Adapted from Morrow, L. M. (2001). *Literacy development in the early years: Helping children read and write* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Planning Group Instructional Worksheet (Sample Classroom)

Date: September 10, 02 Assessment: Third Grade Reading Screen

Label columns with concepts assessed or observed when monitoring progress.

Record scores/errors/comments.

Students	Fluency WCPM	Comprehension		Total	Accuracy Level
		Explicit	Implicit		
1. Kyle A.	128	4/4	3/3	7/7	98%
2. Sasha T.	127	4/4	3/3	7/7	97%
3. Tyron L.	121	4/4	2/3	6/7	97%
4. Katrin M.	99	4/4	2/3	6/7	96%
5. Mark S.	98	3/4	3/3	6/7	95%
6. Tri-yi S.	98	3/4	3/3	6/7	94%
7. Mark W.	89	2/4	2/3	4/7	89%
8. Danita T.	87	3/4	1/3	4/7	91%
9. Ali K.	85	2/4	2/3	4/7	90%
10. Damina S.	81	3/4	1/3	4/7	87%
11. Elaine B.	80	2/4	2/3	4/7	93%
12. Khan O.	78	3/4	2/3	5/7	89%
13. Deron K.	62	3/4	2/3	5/7	90%
14. Kiesha M.	60	3/4	2/3	5/7	90%
15. Juan L.	60	2/4	1/3	3/7	89%
16. Edwardo P.	59	3/4	2/3	5/7	88%
17. Mia B.	58	2/4	0/3	2/7	82%
18. Anup A.	52	2/4	1/3	3/7	87%
19. Megan M.	50	1/4	2/3	3/7	80%
20. Justin P.	43	2/4	1/3	3/7	75%
21. Tatum C.	31	2/4	0/3	2/7	70%
22. David T.	25	1/4	0/3	1/7	69%



## Effective Instruction

Scaffolding instruction means adjusting instruction so that students are challenged and able to develop new skills. Teachers, students, and/or instructional practices and materials can provide this support. Scaffolding is temporary support that is gradually withdrawn as students become more independent and proficient. The key is to be flexible and make adjustments while teaching. Don't wait.

Activate and build students' background knowledge	Review previously taught knowledge/skills and reteach when necessary	Present new material in small groups	Model procedures and/or "think aloud"
Determine prerequisite knowledge/skills  Build on what students already know  Consider cultural and linguistic diversity	Keep reviews frequent, brief, and spaced over time  Try multiple techniques when reteaching; vary presentation/format from initial instruction	Reduce the amount of new information presented at one time  Use a logical sequence (e.g., progress from easier to more complex; separate easily confused concepts)  Include many examples and, when appropriate, nonexamples	Demonstrate how something is done  "Think aloud" and explain the thinking processes used
Provide guided practice	Check for understanding	Provide appropriate feedback	Include opportunities for extensive practice
Give helpful hints or reminders  Clarify misconceptions  Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities  Have students work in small groups or with partners	Ask different levels of questions and encourage students to generate questions  Use a variety of ways for students to respond  Incorporate sufficient wait time  Teach self-monitoring, such as graphing progress	Use prompts to help students notice, find, and/or fix errors, and write responses  Encourage students with prompts of encouragement	Monitor initial independent practice  Integrate practice of new knowledge/skills with those previously taught  Encourage application and/or generalization in a variety of contexts  Have students practice until mastery or automaticity is achieved



## Practice Scaffolding Instruction for Struggling Readers

Type of scaffold	How I use this type of scaffold
Activate and build students' background knowledge.	
Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities.	
Decrease/increase the complexity of the task.	
Break the task into manageable steps.	
Use prompts, such as cue cards or checklists.	
Model as needed.	

*Rosenshine & Meister, 1992*

### Synonyms and Antonyms

Ask students to tell what they know about synonyms and antonyms. Invite volunteers to give examples as you record them on the chalkboard. If necessary, explain that a synonym is a word that has the same meaning as another word (dawn/sunrise), and an antonym is a word that has the opposite meaning as another word (night/day).

Use your **Practice Scaffolding Instruction for Struggling Readers** handout. Develop two ways to scaffold the lesson for struggling readers.

Scaffold #1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scaffold #2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Making the Match

- **Create an environment that encourages respect for differences and provides a wide range of materials at appropriate levels of difficulty.**
- **Teach self-selecting techniques that third-graders can reliably use to choose books for independent reading.**
  - Book selection strategies, such as the five-finger method, help students self-select books that aren't too difficult.
  - The five-finger method is easy for most students to remember.

### Five-Finger Method for Choosing Books

- Turn to any page and begin reading.
- Count words on your fingers that you don't know.
- If there are five words you can't read or don't understand, the book is too difficult.

- This method can be adapted to a two- or three-finger method for struggling readers to help them choose books at their independent levels.
- **Match appropriate reading levels to the purpose for reading.**
  - Use the **Determining Reading Levels of Text** handout from the fluency section to help you determine appropriate reading levels for individual students.
  - Different purposes for reading require different levels for individual students.
  - For example, independent-level text is appropriate for most fluency building. Instructional-level text is appropriate for use in supported reading groups and for practice applying newly learned word-study strategies.

Adapted from Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston, MA: Allyn & Bacon; Morrow, L. M. (2001). *Literacy development in the early years: Helping children read and write* (4th ed.). Needham Heights, MA: Allyn & Bacon.

# Scenarios

## Phonological Awareness

1. During her intervention, Mrs. Abbott is teaching the students to blend and segment words. For blending, she tells the students each sound in the word (/b/ /i/ /l/) and has the students chorally tell her the word. For segmenting, she tells the students the word (*bill*) and has the students chorally tell her the sounds in the word (/b/ /i/ /l/). After analyzing the data from her Texas Primary Reading Inventory (TPRI) progress-monitoring assessments for the kindergarten students in her intervention, she notices that two students are struggling with blending sounds to say words. These students can say the letter sounds but are having a difficult time putting those sounds together to make a word. For example, when orally presented with the sounds /c/ /a/ /t/, they cannot blend them into the word *cat*. How can Mrs. Abbot adapt her instruction to help these students master this skill?
2. During his intervention, Mr. Stein's phonological awareness instruction is focusing on rhyming. He gives the students a word and asks them to tell him a word that rhymes with that word. After conducting rhyming lessons for a couple of weeks, he notices that three of the first-grade students in his intervention are having difficulty playing a phonemic awareness game ("guess the word") that he plays with his whole class while they are waiting in line. During this game, Mr. Stein gives a student the sounds in a word and asks the student to tell him the word. The three students about whom he is worried often guess incorrectly, and in their guesses, they usually get the beginning and ending sounds right but say the wrong middle sound. For example, he gave John the sounds /m/ /i/ /t/, and John guessed the word *mat*. What should Mr. Stein do to meet these students' needs?
3. In her first-grade intervention, Ms. Jones often does activities that require students to distinguish the beginning, middle, and ending sounds in words. For example, she will say a word and ask the student to name the sounds and count them. During one lesson, she notices that one of her students, Mandy, is confusing beginning and ending sounds. When Ms. Jones gives her the word *tell*, Mandy says /l/ for the beginning sound. What can Ms. Jones do to adapt her instruction for Mandy?

**Phonological Awareness (cont.)**

4. During an activity in which students have to read a poem and insert a word that rhymes, Ms. Fuller discovers that Alicia is unable to come up with rhyming words. While reading the poem, Alicia cannot say a word that rhymes with *bent*. Ms. Fuller asks her to think of all the words that could rhyme with *bent* and then to pick one that could work in the poem, but Alicia cannot generate any words. Ms. Fuller then asks Alicia whether the word *bike* rhymes with the word *bent*, and Alicia says, “Yes.” What should Ms. Fuller do to help this student?
5. Mrs. Leeth has been doing an activity in which she says a multisyllabic word aloud and then asks the second-graders in her intervention to segment it chorally into syllables. After several lessons doing this, she realizes that one student, Matt, is struggling to segment appropriately. For example, when she says, “multiply,” he segments the word as /m/ /ul/ /ti/ /pl/. What can Mrs. Leeth do to help Matt?
6. While observing literacy centers in her kindergarten classroom, Mrs. Smith notices that Andrea, a student who participates in her reading intervention, struggles with differentiating between the short *i* and *e* sounds. She pronounces them the same and as a result struggles with understanding what different words mean. For example, during a sorting activity, Andrea sorts the word *peg* into the pile for animals and the word *tin* into the number pile. What can Mrs. Smith do during her intervention instruction to help Andrea?

## Phonics

1. During a second-grade intervention, the students practice reading multisyllabic words in a leveled text. Amelia is trying to decode the compound word *butterfly* and is reading the first syllable with a long *u* (/butte/). It appears to Ms. Carroll that Amelia might be mistaking the *e* in the *-er* segment of the word as a silent *e* because she is interpreting the *tt* in the word as one sound. Amelia is unable to get into the second syllable. What specific adaptations could Ms. Carroll use at this time?
2. While reading chorally out of the basal during a first-grade intervention, Antonio stumbles on the word *don't*. He has difficulty reading this contraction because the *do* reads as /dew/, but the *o* in the contraction is a long *o*. Mr. James notices this, stops the students, and has Antonio reread the sentence with *don't*. Antonio pronounces /dew/ /n/ /t/ again, and Mr. James corrects Antonio by telling him the correct pronunciation. He then has the students continue reading the text aloud. What might Mr. James do to support Antonio's reading?
3. After conducting two progress-monitoring assessments, Ms. Clark analyzes the errors that Jonathan, a second-grader in her reading intervention, is making. She notes that he read three words ending in apostrophe *s* incorrectly. All three of these words were possessive nouns. Ms. Clark notices, however, that Jonathon does not misread plural nouns ending in *s* when he is reading text aloud during her reading instruction. What does this indicate about Jonathon's understanding of possessive nouns? What can Ms. Clark do during her phonics instruction to help Jonathon?
4. While progress monitoring with the Dynamic Indicators of Basic Early Literacy Skills Oral Reading Fluency (DIBELS ORF), Mr. Flores notices that Jessica, a student in his third-grade intervention, is struggling with reading multisyllabic words. Specifically, Jessica has difficulty with dividing a word in order to read the word. Although Jessica can read compound words without much difficulty, multisyllabic words such as *antelope* and *automobile* cause her confusion. This is especially true when the word contains the schwa sound. Mr. Flores is looking for suggestions related to adapting lessons so that Jessica can be more successful reading multisyllabic words during his reading instruction. What do you suggest?

**Phonics (cont.)**

5. When teaching affixes during her third-grade intervention, Ms. Enriquez has students read the prefix or suffix in isolation and then read several multisyllabic words with the specific affix they are learning. The students then read a text containing many words with this affix. One student, Lyle, does well with the first two activities, reading the prefixes and suffixes in isolation and reading the words in isolation. He also has a strong understanding of how to read multisyllabic words in general; however, he struggles when he must read multisyllabic words with a prefix or suffix in connected text. What suggestions can you make for adapting the instruction to help Lyle?
6. During an independent reading time in his third-grade classroom, Mr. Right walks around and listens to each student read aloud for 1–2 minutes. Jackson, a student in his reading intervention, is reading a book with several words ending with *-ight*. Each time he encounters an *-ight* word, he stops to decode it and fails to notice the pattern. Mr. Right knows that teaching words with *-ight* are part of the second-grade curriculum. What should Mr. Right do during his intervention to address this issue?
7. In Miss Hime’s second-grade class, the students read with their kindergarten reading buddies once a week. She notices that during this time, two students, Ana and Isai, repeatedly confuse the digraphs *sh* and *ch*. For example, Ana reads /chip/ for *ship*. Both students participate in Miss Hime’s reading intervention and in the school’s English as a second language program. Miss Hime is unsure whether this is a pronunciation problem or a decoding problem. What might Miss Hime do during her intervention instruction to identify and address this issue?
8. Throughout the last 2 months in his first-grade reading intervention, Mr. Lopez has focused on teaching his students all the individual letter sounds and blending those sounds to read two- and three-letter words. While administering the DIBELS Nonsense Word Fluency progress-monitoring measures with his students, Mr. Lopez discovers that the five first-grade students in his intervention continue to struggle with decoding letter sounds. Specifically, they all struggled with *y* at the beginning of words, reading it as /w/; *j* at the beginning of words, reading it as /g/; and the vowel sounds. During his intervention instruction, Mr. Lopez uses letter cards to teach the students these letter sounds and to practice reading them. When he calls on Tad, this student says /u/ for the *y*. What can Mr. Lopez do to meet these students’ needs and meet Tad’s needs, specifically?

**Phonics (cont.)**

9. After her weekly informal reading assessment, Mrs. Moon notices that three of the third-graders in her reading intervention can read only 20 to 30 sight words accurately and fluently, while the other two students can read more than 90 such words accurately and fluently. She would like to increase all of the students' sight-word vocabularies, but also realizes that some of these students need more dramatic increases than others. What might Mrs. Moon do to meet all of these students' needs?
10. Mrs. King has focused on sounding out multisyllabic words during her reading intervention. To teach this skill, she writes each syllable of three- or four-syllable words on pieces of paper and has the students put the syllables together one at a time, reading one syllable at a time, and then put them together to read the whole word. The students then read a short expository text containing the multisyllabic words they have practiced reading in isolation. While taking anecdotal records during her independent reading time in her second-grade class, Mrs. King notices that Rita and Isaac, two students in her intervention group, struggle with decoding multisyllabic words. When these students come to a word with more than one or two syllables, they become overwhelmed and try decoding the first syllable along with the ending sound, but do not read the sounds between these two parts. If either of these students fails to figure out the word after one try, she or he skips the word and continues reading. What might Mrs. King do during her intervention instruction to meet these students' needs?
11. As students take turns reading a decodable text during an intervention, Ms. Harris notices that all of the second-grade students add a schwa sound to the end of some letter sounds, making the decoding of blends difficult. For example, one student tries to read the word *plan* but says /pu/ /la/ /nu/. Ms. Harris also notices that these students rely on their sight-word vocabularies to make it through the readings and are hesitant to try new words because of these students' decoding problems. As a result, they skip words and miss much of the important content. What might Ms. Harris do to meet these students' needs?



## Fluency

1. During her reading intervention, Ms. Klein has been talking to the students about fluency and having them focus on increasing their reading rate. When Candice, one of Ms. Klein's second-graders, reads grade-level text aloud during this instruction, she reads all the words accurately and fairly fluently, but she pays little to no attention to punctuation marks throughout the text. Ms. Klein wants to help Candice become a more successful reader. What adaptations do you suggest Ms. Klein make?
2. Most of Ms. Woodruff's intervention instruction has focused on decoding words and sequencing events after listening to, or reading, a narrative text. Once a week, she includes fluency instruction that consists of students taking turns reading one page of a leveled text aloud with a partner. For example, Partner 1 might read page 1, Partner 2 would then read page 2, Partner 1 would read page 3, and so on until they finish the book. When they finish the book, they read the same text again following the same procedure, but this time Partner 2 begins on page 1, Partner 1 reads page 2, and so on. Ms. Woodruff listens to the students read and helps them sound out words when they struggle. During her progress-monitoring assessment (using DIBELS ORF), Ms. Woodruff notices that two second-graders in the intervention, Alejandra and Mary, do not read words accurately and do not self-correct. Both students make so many mistakes that when they retell what they read during the Retell Fluency portion of DIBELS, they earn extremely low scores because their retells have nothing to do with the passage. What adaptations should Ms. Woodruff consider making during her intervention instruction for these students?
3. In his intervention instruction, Mr. Pierce has been focusing on his third-grade students using expression and intonation when reading aloud. When they read a story with dialogue, he has the students point to the quotation marks and chorally read the words in the quotation marks with expression, attending to the punctuation within, and at the end of, the sentence. Despite this instruction, when he asks any of these students to read aloud a text with dialogue individually, they struggle not only with reading with expression and inflection, but also with reading fluently. How might Mr. Pierce adapt his intervention instruction to meet these students' needs?

**Fluency (cont.)**

4. As Jocelyn, a first-grader, is reading a text aloud during small-group instruction, Ms. Garrett notices that this student rereads the same line of text twice. This happens several times throughout Jocelyn's reading of the text. What adaptations might Ms. Garrett consider to help Jocelyn?
5. Todd, a third-grade student in Ms. Fisher's intervention group, knows that two goals of reading fluency are increased rate and accuracy in reading words. But Todd reads so quickly that Ms. Fisher is unable to understand exactly what he is reading. Ms. Fisher wants to improve Todd's fluency with connected text, but she is afraid that this may negatively affect his motivation to read aloud fluently. What adaptations to her fluency instruction might Ms. Fisher consider?
6. Ms. Morris has her first-grade students practice fluency by reading aloud out of the basal. During this instruction, Ms. Morris notices that Glenda immediately skips over difficult (or longer) words. Ms. Morris does not force Glenda to go back and sound out these words because she believes it will take too long. How can Ms. Morris change her instruction to enhance Glenda's reading and learning?
7. During a fluency lesson in which students read aloud a leveled paragraph twice to a partner, Mr. Bennett notices that four of the six second-grade students in his intervention group are reading the words correctly but are decoding each word sound by sound and then repeating the word before moving on to the next word. While Mr. Bennett is pleased with the students' decoding abilities, which have improved immensely since the beginning of the semester, he is concerned about the students' reading rate and lack of automatic word recognition. What might Mr. Bennett do to meet the needs of all six students in this intervention group?

**Fluency (cont.)**

8. After several weeks of providing intervention instruction and administering progress-monitoring assessments (TPRI fluency probes) with her third-grade students, Ms. Arredondo examines the students' fluency scores and realizes that four of the five students in her reading intervention have flat-lined. For example, Russell began the semester reading 33 words per minute, and his scores for the past 6 weeks have been 45, 41, and 41 words per minute. Ms. Arredondo reflects on her fluency instruction, which has included 1-minute timed readings with third-grade text, repeated readings out of the basal, and echo reading with the teacher reading a paragraph followed by all five students choral reading the same paragraph. Given this instruction, what adaptations might enhance these students' reading experience?
  
9. Miss Winters has several second-graders who read less than five words per minute on their beginning of the year (BOY) DIBELS ORF. During her intervention instruction, she has been trying to use grade-level text to provide these students with fluency instruction and practice, but the students can read only the most basic sight-words (*the, a, I*) and decodable words (VC and CVC words). What adaptations would you recommend this teacher make to meet the needs of these students?

## Vocabulary

1. Mrs. Clarke has noticed that several of her students are able to remember the meanings of words during vocabulary instruction in her whole group, but when they encounter the same vocabulary words in context, they have trouble recalling word meanings. What can Mrs. Clarke do to help these students with their vocabulary development?
2. Ms. Garza practices three to five new words with her students during weekly intervention instruction and places the new words on her vocabulary word wall in her intervention room as they are introduced and practiced. Although her students can use the words in oral language in her room, the classroom teachers notice that these students are not as proficient with the words once they return to their general classrooms. Why might this be happening? What adaptations would you suggest for Ms. Garza? For the classroom teachers?
3. Annabelle's TPRI results indicate that she is not able to define vocabulary words in context during story comprehension. What implications might this have for vocabulary instruction in Annabelle's class? What adaptations would you suggest?
4. Two students in Mrs. Norris' fifth-grade class have difficulty with vocabulary words that are abstract. If they can act out the new words or see pictures that define the new words, they are successful. But vocabulary that cannot be defined in a concrete way is hard for these two students and for Mrs. Norris. What adaptations would benefit their understanding?
5. Mrs. Dawson has been teaching fourth grade for more than 10 years and has always instructed vocabulary by having students look up words in the dictionary, write the definitions, and then memorize what the words mean. The make-up of Mrs. Dawson's new fourth-grade class is more than half English language learners. Mrs. Dawson is noticing that they are able to find the words in the dictionary and copy the definitions, but they are not able to understand the words in the definitions they are writing. As she looks for a better way to teach vocabulary to her class, what adaptations and suggestions would you give to Mrs. Dawson?

## Comprehension

1. Tamika (a fifth-grade student who moved into a new school in a different district) is not able to keep up with her peers when it comes to comprehending text on any of the curriculum-based measures that she is given. Her teacher is confused, as Tamika is able to read text at a rather fluent pace (she is reading grade-level text at about 120 words correct per minute). What suggestions for differentiation during instruction would you give to Tamika's teacher?
2. Mrs. Monroe's third-grade class did not score well on the Implicit Question section on the BOY TPRI benchmark. What adaptations should she make at this time of year to enhance comprehension instruction with implicit questions? What changes would you recommend that Mrs. Monroe make if her students are still having trouble with implicit questions at the middle of the year (MOY)? End of the year (EOY)?
3. Mr. Manning observes several of his second-grade students copying sentences directly from the text when he assigns students main idea and summarization comprehension assignments. Although he has instructed his students that main idea and summarizations are synthesized information that one discovers from the text, these students are still struggling with the concepts. What adaptations would Mr. Manning make to help these students?
4. Max is a fourth-grade student with a grand imagination. When his teacher asks him to retell a story, Max goes on and on and never really gets to the gist of what he is trying to retell. What adaptations may enhance Max's retell and his teacher's instruction?
5. Mr. Lucas' kindergarten students enjoy his read-alouds and story telling. Mr. Lucas has observed, however, that several of his students cannot answer any of the story element questions that he poses. He has recognized that these students are also struggling on the benchmark and progress-monitoring comprehension sections. Mr. Lucas does not want to give up his read-alouds and story time. What can he adapt to increase student understanding?
6. Mrs. Fuentes has many first-grade students this year who are English language learners. Although these students are reading at first-grade fluency by the MOY benchmark, Mrs. Fuentes is concerned with their lack of comprehension stemming from their misunderstanding of words. Although she is addressing this issue in her vocabulary instruction, she is interested in what she can do to increase comprehension and understanding.

## Sample Daily Lesson Plan

Area of Instruction	Activity
<p style="text-align: center;"><b>FLUENCY</b></p> <p style="text-align: center;">10 minutes</p> <p>The students will practice reading quickly, accurately, and expressively with a partner.</p>	<p style="text-align: center;"><b>Partner Reading</b></p> <ol style="list-style-type: none"> <li>1. Pair students and have them take turns for three minutes each with the stronger partner reading first to model for the second partner.</li> <li>2. Have each partner read the same passage for one minute.</li> <li>3. Instruct the students to graph on graph paper the number of words read correctly.</li> </ol>
<p style="text-align: center;"><b>INSTRUCTIONAL-LEVEL READING</b></p> <p style="text-align: center;">20 minutes</p> <p>The students will read Chapter 1 of <u>Cam Jansen and the Chocolate Fudge Mystery</u>.</p>	<ol style="list-style-type: none"> <li>1. Preview vocabulary and give a brief introduction to the content of the chapter as well as the main characters.</li> <li>2. Help students decode unfamiliar words.</li> <li>3. Remind students that after they have decoded an unfamiliar word, they are to reread the sentence containing the word.</li> <li>4. Stop at relevant points to check students' comprehension.</li> <li>5. Afterwards, review with the students what has happened in the story.</li> </ol>
<p style="text-align: center;"><b>WORD STUDY</b></p> <p style="text-align: center;">10 minutes</p> <p>The students will review CVCe derivatives with <i>-ing</i> endings found in the book they are reading.</p>	<p style="text-align: center;"><b>CVCe derivatives with <i>-ing</i> endings</b></p> <ol style="list-style-type: none"> <li>1. Prepare pairs of word cards with a CVC + <i>-ing</i> on one card and the corresponding base word on the other card (ex., hoping – hope; tapping – tap).</li> <li>2. Review the dropping <i>e</i> rule for CVCe + <i>-ing</i> words.</li> <li>3. Mix the cards up and lay them face up on the table.</li> <li>4. Have students sort the cards to match the base words with the correct derivative.</li> <li>5. Ask students to read aloud the matches they have made.</li> </ol>
<p style="text-align: center;"><b>WRITING</b></p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">1-minute timed writing</p>	<ol style="list-style-type: none"> <li>1. Students will write as many words as they can in one minute and graph the number correct.</li> </ol>

Adapted from University of Texas Center for Reading and Language Arts. (2000). *Essential reading strategies for the struggling reader: Activities for an accelerated reading program*. Austin, TX: Author.

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