

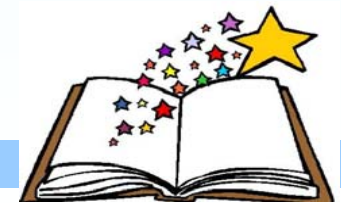
# Effective Tier 1 Instruction - Part II

## Differentiated Student Centers



# Objectives

- How to support teachers in differentiating robust student centers
- Using centers to enhance student achievement



# What I Know About Differentiated Instruction

K What I Know	W What I Want to Know	L What I Learned



# What is Differentiated Instruction?

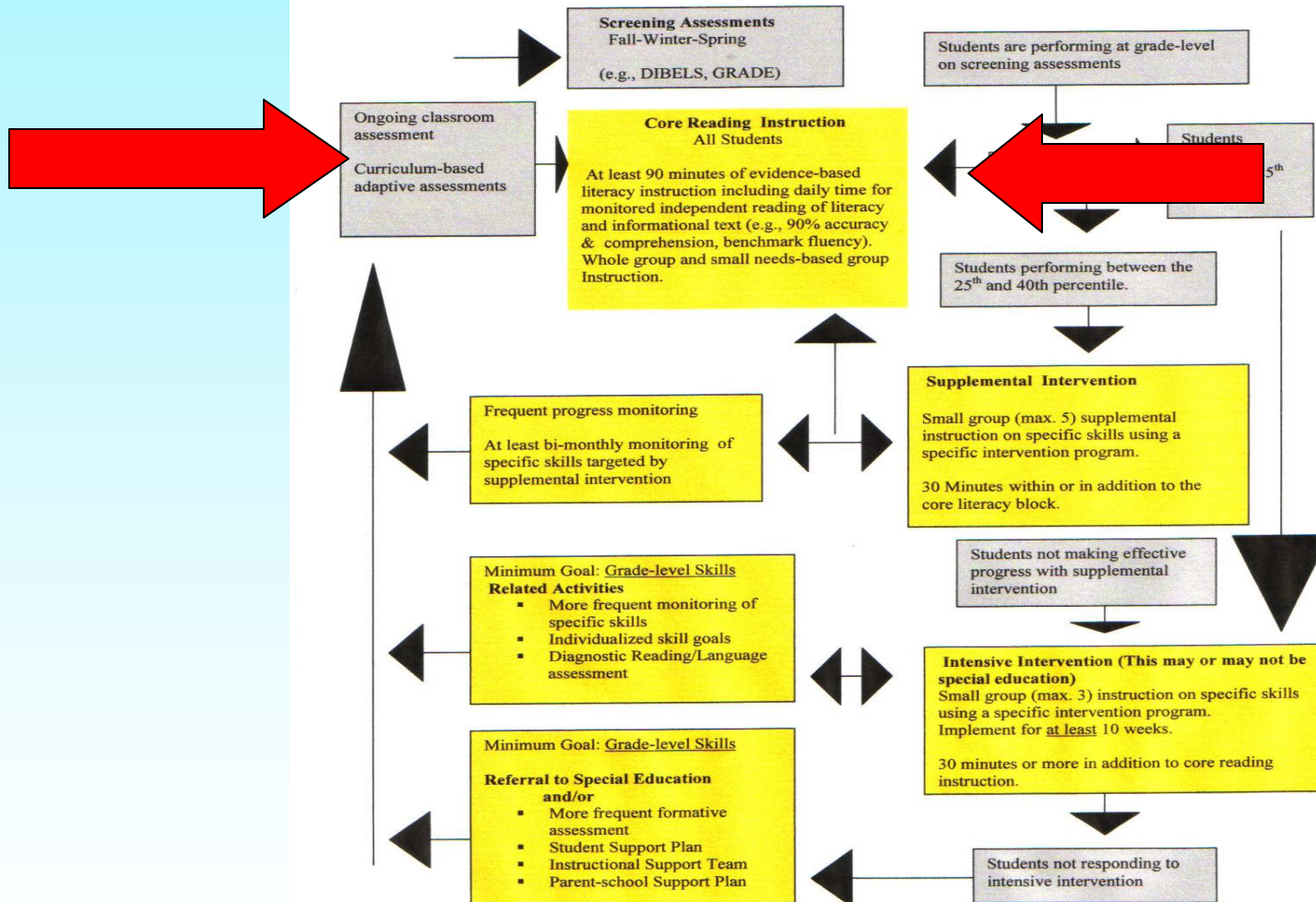
- Matching instruction to the needs of individual learners.
- Forming small, flexible teacher-led instructional groups based on student data and observations.
- Grouping students with similar instructional needs, limiting the size of the group based on the intensity of instruction needed.

# Differentiated Small Group Instruction

- The focus and format of reading skills instruction varies with the skill level of the students.
- How often and how long the teacher meets with each small group varies depending on student needs.
- Students who are more at risk will need to meet more frequently and for longer periods.
- The small group targeted skill instruction supplements and reinforces high quality and consistent initial reading instruction during the 90+ reading block.



### Tiered Model of Curriculum Delivery



# How To Support Small Group Instruction



# Differentiated Student Centers



# Why Do We Use Literacy Centers?

- To practice skills taught in small group
- Facilitate development of self-monitoring, problem-solving and collaboration
- Develop student responsibility and accountability for their own learning



# Goals and Objectives for Literacy Centers

- Keep it simple and manageable
- Addresses state and district literacy standards
- Address overall goals of the classroom teacher

Avoid busy work and worksheets!!!



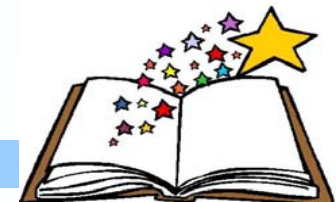
# What Will I Need for Literacy Centers?

- Assessment data
- Preparation Time
- Materials for differentiation and management
- Established clear expectations, routines and procedures
- Explicit Directions
- Modeling



# What are Student Responsibilities?

- Understand expectations of student center time
- Remain focused and on-task during center time
- Be held accountable for time spent in centers



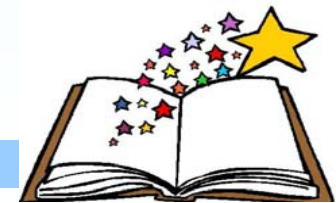
# Center Ideas

- Writing Center
  - Literature Response
  - Word Work
  - Fluency
  - Pocket Chart Center
  - Overhead Center
  - Buddy Reading
- Reading/Library
  - Listening Center
  - Computers
  - Sentence Building



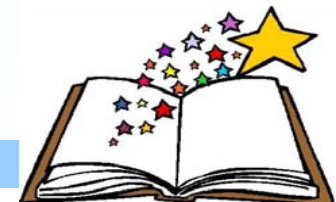
# Transition from Small Group to Center-based Practice: Word Work

- **Letter Recognition**
  - Students practice matching, identifying, and ordering the letters in the alphabet.
- **Letter-Sound Correspondence**
  - Students practice identifying and ordering letter sounds (initial, final, and medial).
- **Onset and Rime**
  - Students first practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime); then practice blending, sorting, and segmenting the onset and rime.
- **Word Study**
  - Students practice sorting, blending, segmenting, and manipulating the sounds of letters in words and practice identifying high-frequency words.
- **Syllable Patterns**
  - Students practice blending and segmenting syllables in words.
- **Morpheme Structures**
  - Students practice blending compound words, roots and affixes, and roots and inflections to make words.



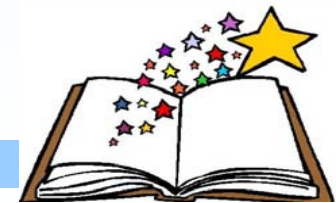
# Transition from Small Group to Center-based Practice: Reading Connected Text

- **Fluent Decoding**
  - Practice applying phonics skills in connected text (decodable text)
- **Fluent Reading**
  - Words, phrases, sentences, passages
- **Fluent Reading of Text**
  - Narrative/ Informational Text: Leveled readers, anthology, passages etc.



# Transition from Small Group to Center-based Practice: Text Comprehension

- **Narrative Text Structure**
  - Students practice identifying story elements (characters, setting, sequence of events, problems, solution, plot, and theme).
- **Expository Text Structure**
  - Students practice identifying details, main idea, and important information in expository text.
- **Text Analysis**
  - Students practice identifying and organizing text.
- **Monitoring for Understanding**
  - Students practice using strategies to comprehend text.



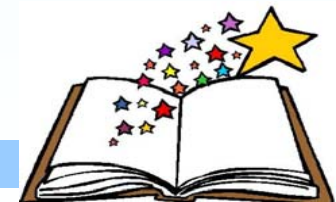
# Student Profile

	FALL	FALL	FALL	FALL
	Nonsense Word	Oral Reading Fluency	GRADE Listening Comprehension	GRADE Total Test
Geri	63 NW / Blending	126 WCPM	Stanine 8	Stanine 7
Susan	16 NW/ partial blending	15 WCPM / 10 errors	Stanine 5	Stanine 3
Amy	35 NW/Partial Blending	40 WCPM / 4 errors	Stanine 5	Stanine 5



# Student Profile and Center Rotation

	Fall (NW)	Fall (ORF)	GRADE Listening Comp	GRADE Total Test	ABC	Fluency	Reading	Writing
Geri	63 NW blending	126 WCPM	Stanine 8	Stanine 7	Multi Syllabic words		Chapter books/ book club with peers	Persuasive essays based on book club
Susan	16 NW/ Partial blending	15 WCPM 10 errors	Stanine 5	Stanine 3	CVC pattern– Open And closed syllables	CVC pattern and sight words with speed drills	Decodable readers	Listening to story on tape and using a graphic organizer to identify beginning, middle and end
Amy	35 NW/ Partial Blending	40 WCPM	Stanine 5	Stanine 5	Onset Rime and Blending activities	Decodable readers	Leveled readers	Graphic organizer to write main idea and details based on the level reader or anthology story



# Your turn

Directions: Work in a group of three and decide how to match each third grade student to appropriate, robust, engaging centers and activities and describe the center activities that support these skills.

	<b>FALL</b>  <b>Oral Reading Fluency</b>	<b>FALL</b>  <b>GRADE Listening Comp</b>	<b>FALL</b>  <b>GRADE Passage Comp</b>				
<b>Javier</b>	<b>137 WCPM</b>	<b>Stanine 8</b>	<b>Stanine 8</b>				
<b>Stanley</b>	<b>90 WCPM</b>	<b>Stanine 6</b>	<b>Stanine 6</b>				
<b>Michael</b>	<b>46 WCPM / 10 errors</b>	<b>Stanine 3</b>	<b>Stanine 3</b>				



# What I Know About Differentiated Instruction

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# Resources

- Core Program materials
- Florida Center for Reading Research Empowering Teachers Instructional Routines  
<http://www.fcrr.org/assessment/ET/index.html>
- Florida Center for Reading Research Student Center Activities  
<http://www.fcrr.org/Curriculum/SCAindex.html>
- Group Reading and Diagnostic Evaluation (GRADE) Resource Library  
<http://www.pearsonschool.com>
- Teacher Center for Language Arts (2002). *Teacher Reading Academy (TRA) binder*. Austin, Tx. University of Texas College of Education.



# References

- Arndt, E., Wahl, M., VanSciver, M., Weinstein, C. & Kosanovich, M. *Using Empowering Teachers Instructional Routines with Student Center Activities to Differentiate Instruction*. Just Read, Florida! Leadership Conference, Orlando, 2008.
- Gumm, R. & Turner, S. *90-Minutes Plus*. Eastern Regional Reading First Technical Assistance Center (ERRFTAC), 2004.
- Kosanovich, M.L. *Differentiating Instruction by Implementing and Managing Student Center Activities*. National Reading First Conference, July 18-20, 2007, St. Louis. MO

