

Four Steps to Planning Differentiated Instruction in Your READ 180 Classroom

STEP 1. Assess — STEP 2. Set Goals — STEP 3. Choose a Resource — STEP 4. Implement

STEP 1. Assess: *Who are the students in your class?* What kind of learners are they? What does student performance data tell you about your students' needs?

Ask some exploratory questions to analyze the student population you serve. The answers to the questions below will help you determine how to select and implement the best *READ 180* solutions to meet their needs.

ABOUT BEGINNING READERS

- Does SRI data indicate that you have a significant number of Beginning Readers (BR)?
- Are students “stuck” in the Topic Software? Do you have students who spend more than four weeks on a Topic Software level?
- Are your BRs remaining at a Level 1 Lexile range?
- Do Oral Fluency Assessments indicate that students consistently mispronounce, substitute, omit, and hesitate?

ABOUT LANGUAGE LEARNERS

- Is your English language learner population growing?
- What are the English language proficiency levels of your students?
- Are your English language learners participating in class discussions?
- How proficient are your English language learners in using academic English in their speaking and writing?
- Are many of your students struggling with academic English?
- Do you have students who need more support in grammar and high-leverage vocabulary?

ABOUT HIGH SCHOOL READERS

- Do you have a significant number of students reading at Levels 3 and 4?
- Do you have students who will be exiting *READ 180* next year and entering grade-level English courses?
- Do these students have strategies to use when they encounter more difficult content and reading material?
- What scaffolding and support can you provide to accelerate these students and prepare them for grade-level and content-area courses?
- How strong are these students as writers?

STEP 2. Set Goals: Once you have conducted an overall assessment of your students and analyzed specific performance data, it's time to define your instructional goals. What do you want to accomplish to support your diverse learners?

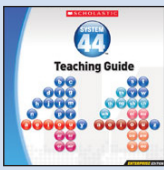

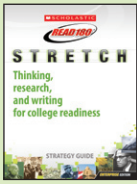
- Did your overall assessment help you determine that you have a number of Beginning Readers?
- Do you have many English language learners and students who need more support with academic language and oral expression?
- Do you want to prepare high school writers for more challenging reading, research, and writing?

For example, a Stage C teacher who determines that many of her students are reading at Level 3–4 may plan to transition her students to more challenging reading, research, and writing to prepare them for their on-level, content-area classes. This teacher is looking for resources to teach more writing skills and strategies.

STEP 3. Choose a Resource: Match your instructional goals with appropriate *READ 180* resources: Consider the *READ 180* resources available to help you accomplish your instructional goals in Whole-and Small-Group instruction.

- Could *System 44* help your Beginning Readers?
- Can the *LBook* support your students who need more academic language development and vocabulary instruction?
- Are you a Stage C teacher who wants to challenge students reading at Levels 3 and 4 by implementing *READ 180 STRETCH*?

STEP 4. Implement: How do you build these additional instructional supports into your *READ 180* Rotation? See the chart below for ways to build *System 44*, the *LBook*, and *READ 180 STRETCH* into Whole-and Small-Group instruction, instructional software, and independent reading.

STEP 1. Assess	STEP 2. Set Goals	STEP 3. Choose a Resource	STEP 4. Implement
System 44			
I have a significant number of Beginning Readers (BRs).	Help Beginning Readers achieve fluency.		<p>Small-Group: Use the <i>System 44</i> Teaching Guide to plan fluency-focused lessons for your BRs.</p> <p>Software: BRs use the <i>System 44</i> Software to develop fluency, while students reading at Levels 1–4 continue with <i>READ 180</i> Topic Software to focus on comprehension instruction.</p> <p>Independent Reading: The <i>System 44</i> Paperback Library provides high-interest, accessible text for BRs. The Decodable Digest provides fully decodable reading.</p>
LBook (Stages A, B, & C)			
<p>I have a significant number of English learners at the Intermediate level.</p> <p>I have a significant number of students who struggle with oral expression, academic language, and vocabulary acquisition.</p>	Improve students' oral communication skills, grammar, and academic vocabulary use.		<p>Whole- and Small-Group: Use the <i>LBook</i> Teaching Guide with all students, every other day, for in-depth instruction in vocabulary, grammar, and oral language expression.</p> <p>Teach a day of <i>LBook</i> instruction, then a day of <i>rBook</i> instruction to maintain pacing.</p>
READ 180 STRETCH (for Stage C only)			
I have a significant number of high school students reading at Levels 3–4.	Transition students to research, reading, and writing for content-area classes.		<p>Whole-Group: Use the <i>STRETCH</i> Strategy Guide for modeling, practice, and application of critical thinking strategies linked to each <i>rBook</i> workshop.</p> <p>Small-Group: Use the <i>STRETCH</i> Strategy Guide for instruction in research skills, study skills, research, and writing.</p> <p>Software: Students use Grolier Online Digital Reads for scaffolded, online research.</p> <p>Independent Reading: The <i>STRETCH</i> Library provides students reading at Levels 3 and 4 with contemporary fiction and nonfiction titles at Lexile levels 700–1200.</p>