

2013

"Lighting the Way" with Differentiation in Reading

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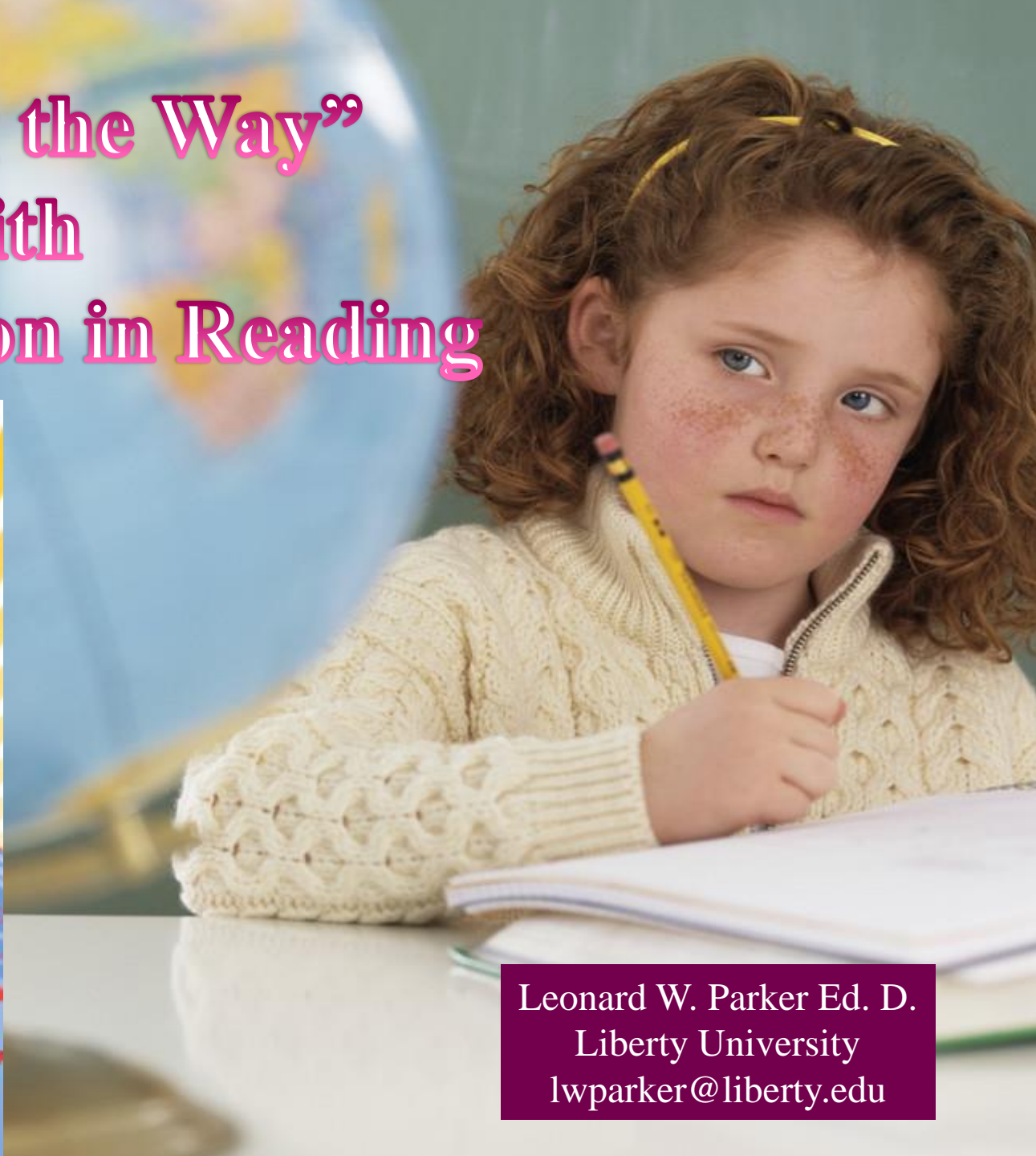
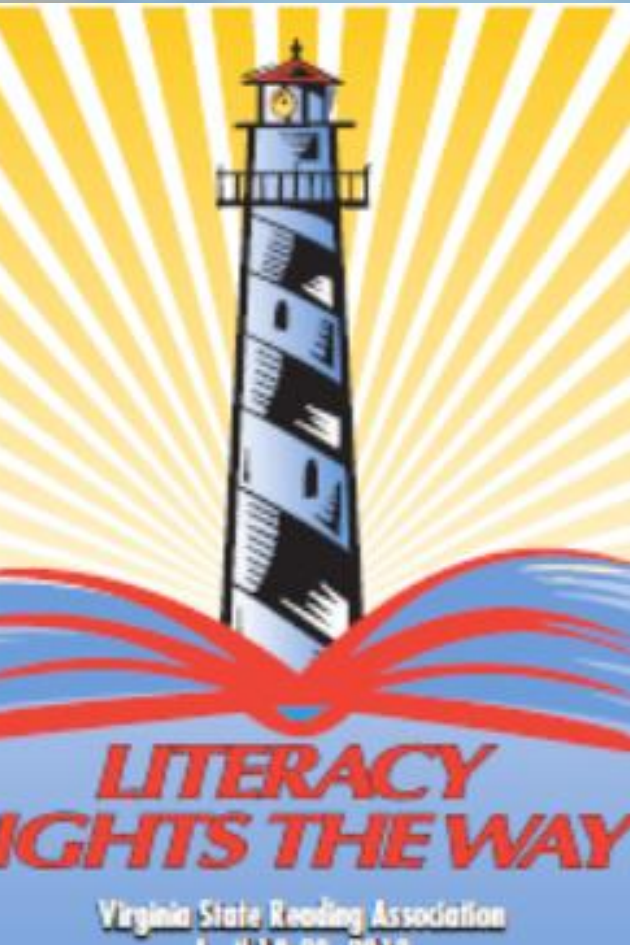
Recommended Citation

Parker, Leonard W., "Lighting the Way" with Differentiation in Reading" (2013). *Faculty Publications and Presentations*. 221.

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“Lighting the Way” with Differentiation in Reading



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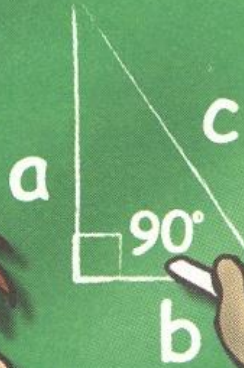


**“Lighting the Way”
with
Differentiation in Reading**

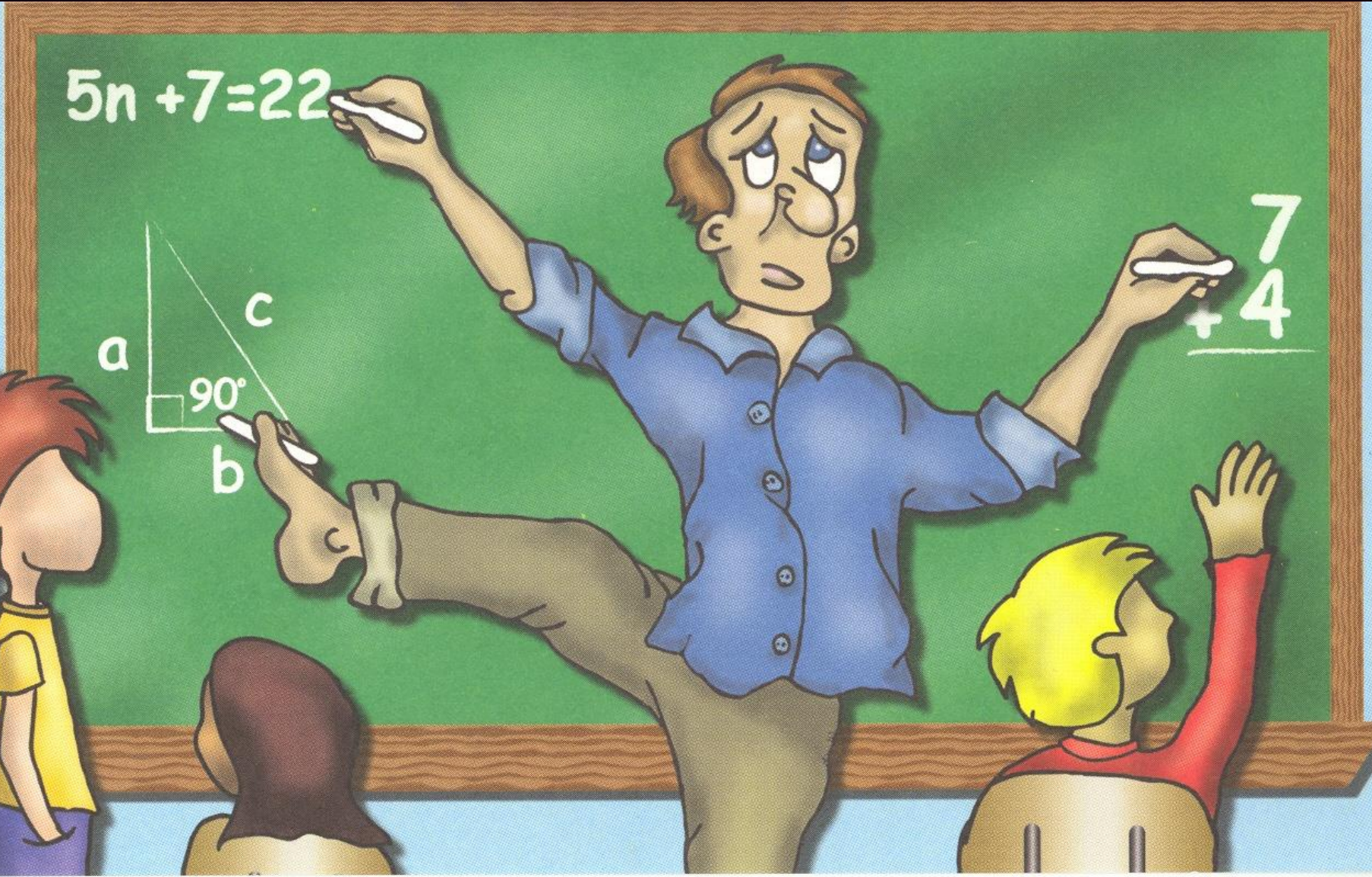
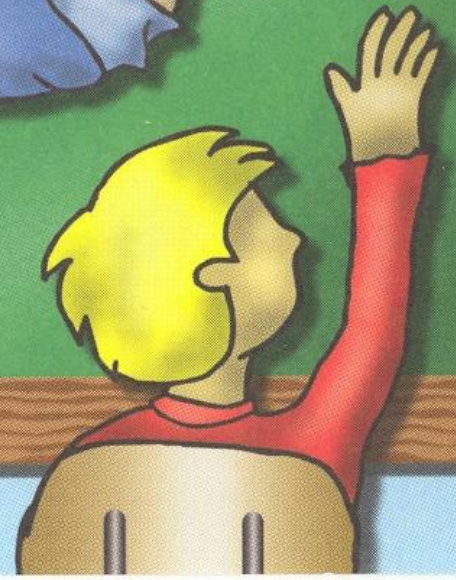
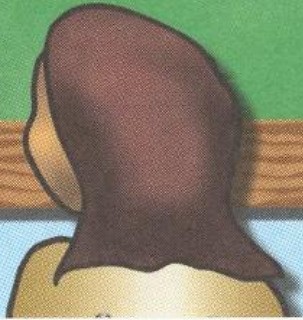
**The Learning Styles
Profile
&
The Study Skills
Inventory**

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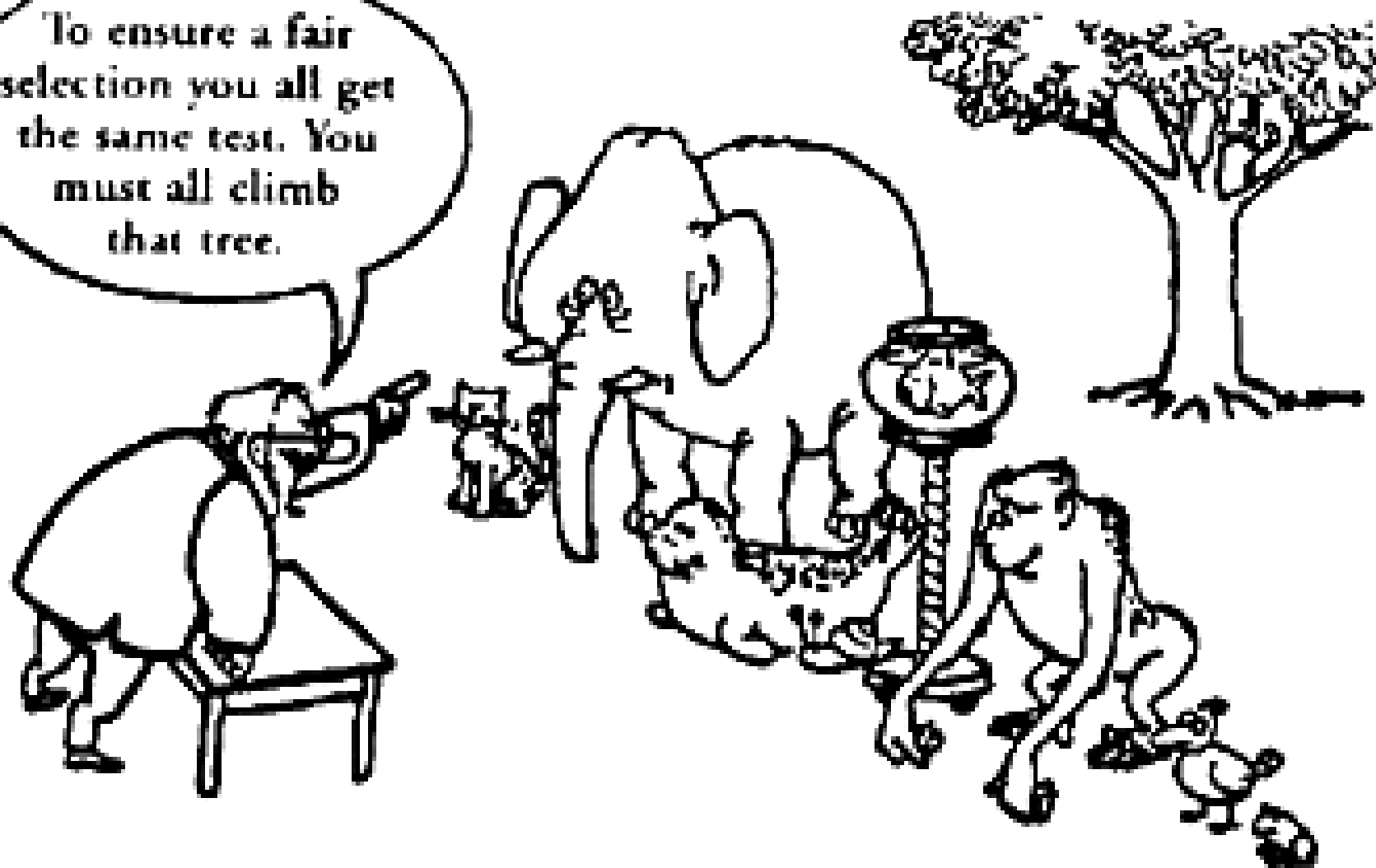
$$5n + 7 = 22$$



$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$



To ensure a fair selection you all get the same test. You must all climb that tree.



**How you
View your
students
may
depend
on how
they
learn!-
The Frog**



**Or is it
A
Picture
of a
Horse?**



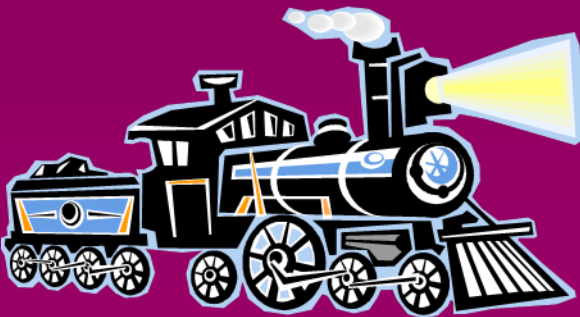
A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.



Feelings...

- “When a teacher tries to teach something to the entire class at one time, chances are, one-third of the kids already know it; one-third will get it; and the remaining third won’t. So two-thirds of the children are wasting their time.”

©Lillian Katz



Differentiation of Instruction

is a teacher's response to learners' needs

Carol Ann Tomlinson

guided by general principles of differentiation, such as

clarity of learning goals

teachers & students collaborating in learning

Respectful tasks

ongoing assessment & adjustment

Flexible grouping

Teachers can differentiate...

Content

Product

Readiness

Process

According to...

Preferences

Learning Profile

Key Principles of a Differentiated Classroom

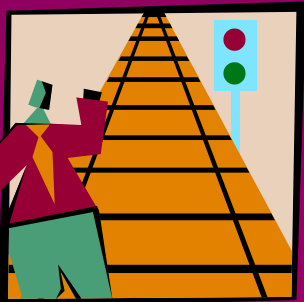
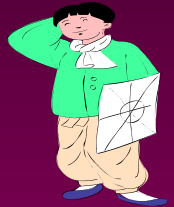
Source: Tomlinson, C. (2000). *Differentiating Instruction for Academic Diversity*. San Antonio, TX: ASCD



- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts instruction in response to student readiness, interests, and learning style.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.



The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.



Howard Gardner



Difficulties

Having to take action and do things before those things are demonstrated or read

Working in a place filled with noise

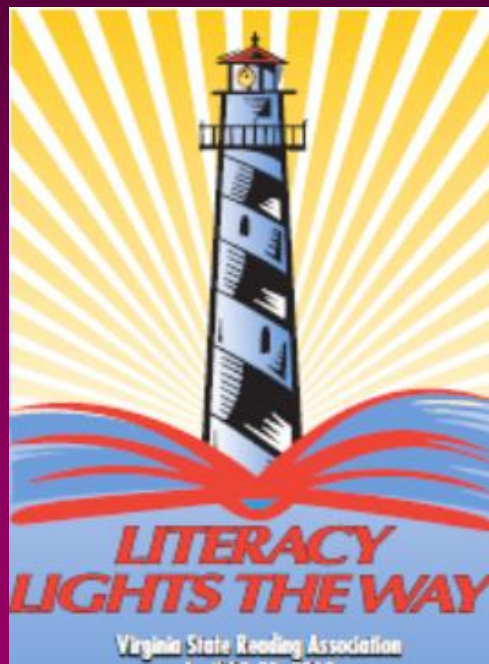
Listening to lectures without any visual stimulation

Working in classrooms with dull colors

Working in classrooms with florescent lighting, etc., etc., etc.

The Language of Learning

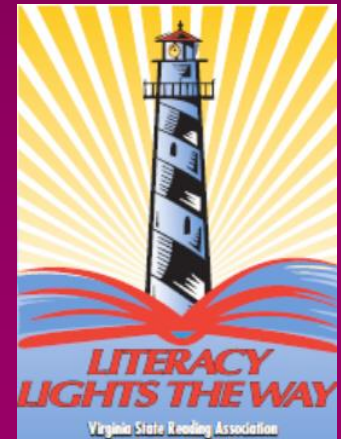
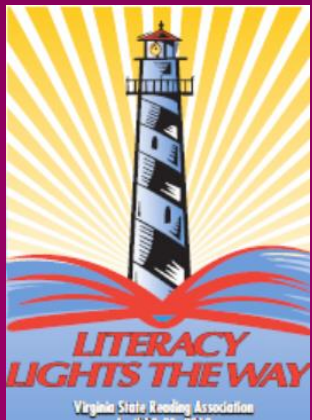
Terminology over time...



- Learning Theories
- Learning Styles
- Differentiation
- Brain-based Learning
- Universal Design for Learning (UDL)
- Learning Models

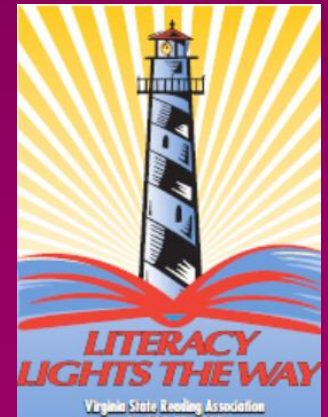
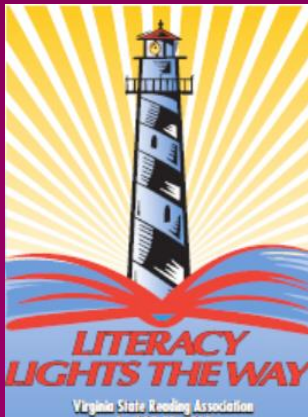
Parkers' Learning Styles Profile & Study Skills Inventory

How would you prescribe a student's study skill method in various subjects based upon a diagnosis of the results of their personal learning style and study skills?



Parkers' Learning Styles Profile and Study Skills Inventory

A Computer-Integrated
Diagnostic
&
Prescription
Tool
For the Classroom



To differentiate instruction, various types of assessment must be analyzed for each student.

- *screening (PLSP & PSSSI)*

all students, provides baseline data, beginning of school year

- *progress monitoring*

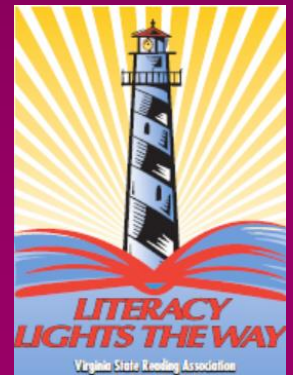
all students three times per year, struggling or below benchmark every two to four weeks

- *diagnosis & prescription*

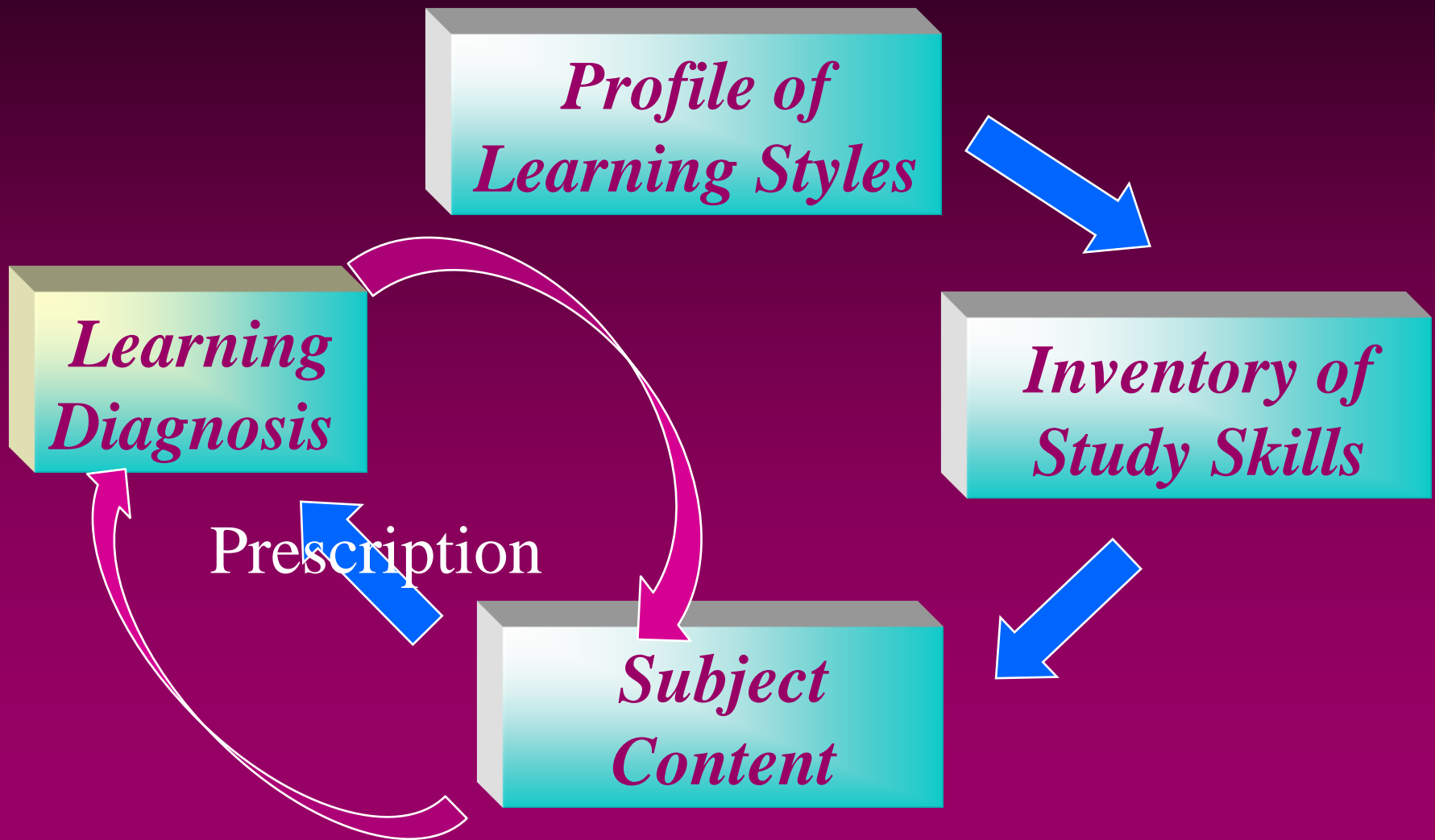
individual students who do not respond to instruction, in-depth assessment

- *outcome measure*

all students, yearly evaluation



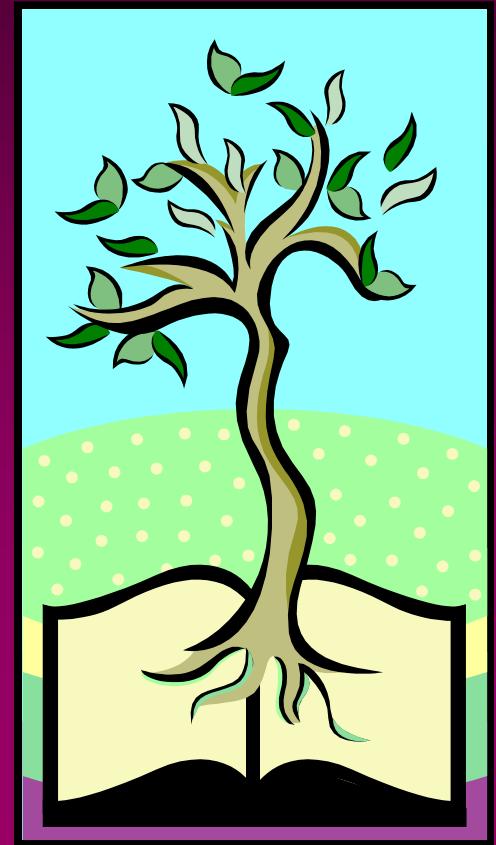
Parkers' Diagnosis/Prescription Model



Parker's Learning Styles Profile

Heredity and Environment characterize...

- Modalities
- Interpersonal Skills
- Competencies
- Personality Identifiers
- Management Styles
- Management/Leadership Characteristics



Parker's Learning Styles Profile Charts

- People, Data & Things Chart
- Independent/Dependent Chart
- Kinesthetic, Auditory & Visual Chart
- Personality Identifiers Chart
- Management Styles Chart
- Leadership/Management Chart



I Learn & Remember Best By...

1. Reading.

Strongly Agree = 5

Agree = 4

Not Sure = 3

Disagree = 2

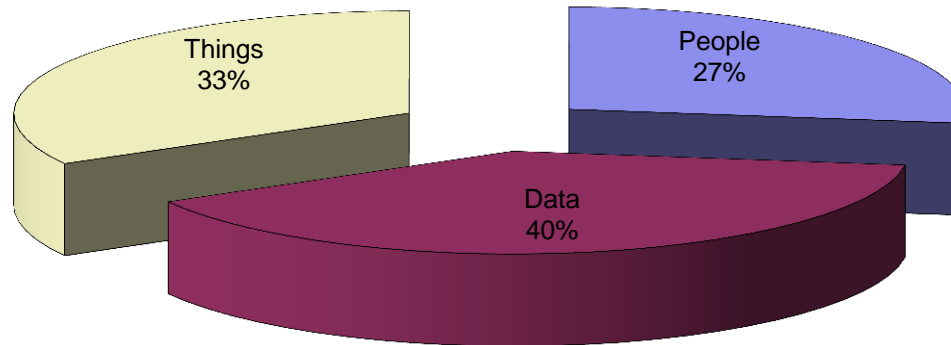
Strongly Disagree = 1



Areas of Competency...

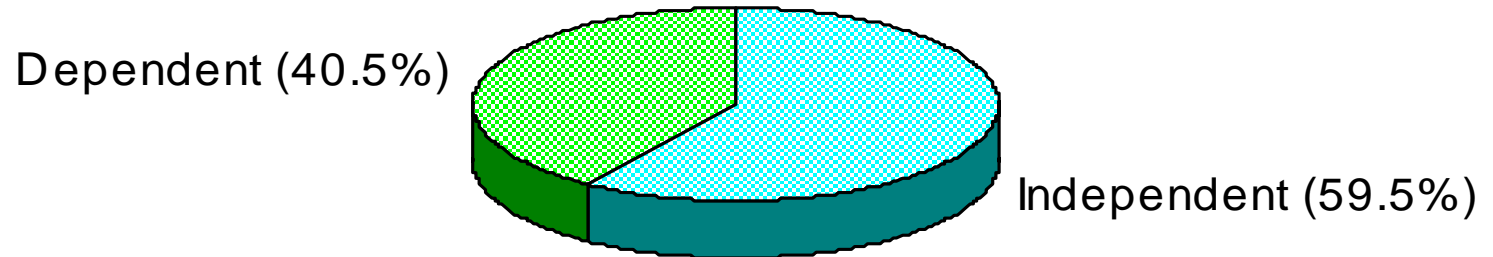
Interpersonal Communication

■ People ■ Data ■ Things



The Dependent/Independent Learner...

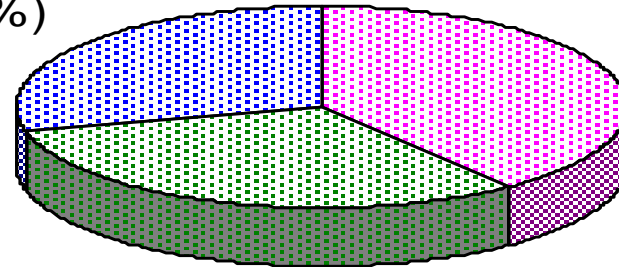
Independent/Dependent



Auditory, Kinesthetic & Visual Modalities...

Learning Modalities

Kinesthetic (28.9%)



Visual (39.5%)

Auditory (31.6%)



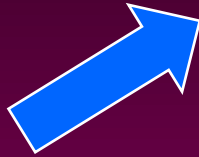
PARKERS' LEARNING MODEL

Motivation
“hear”

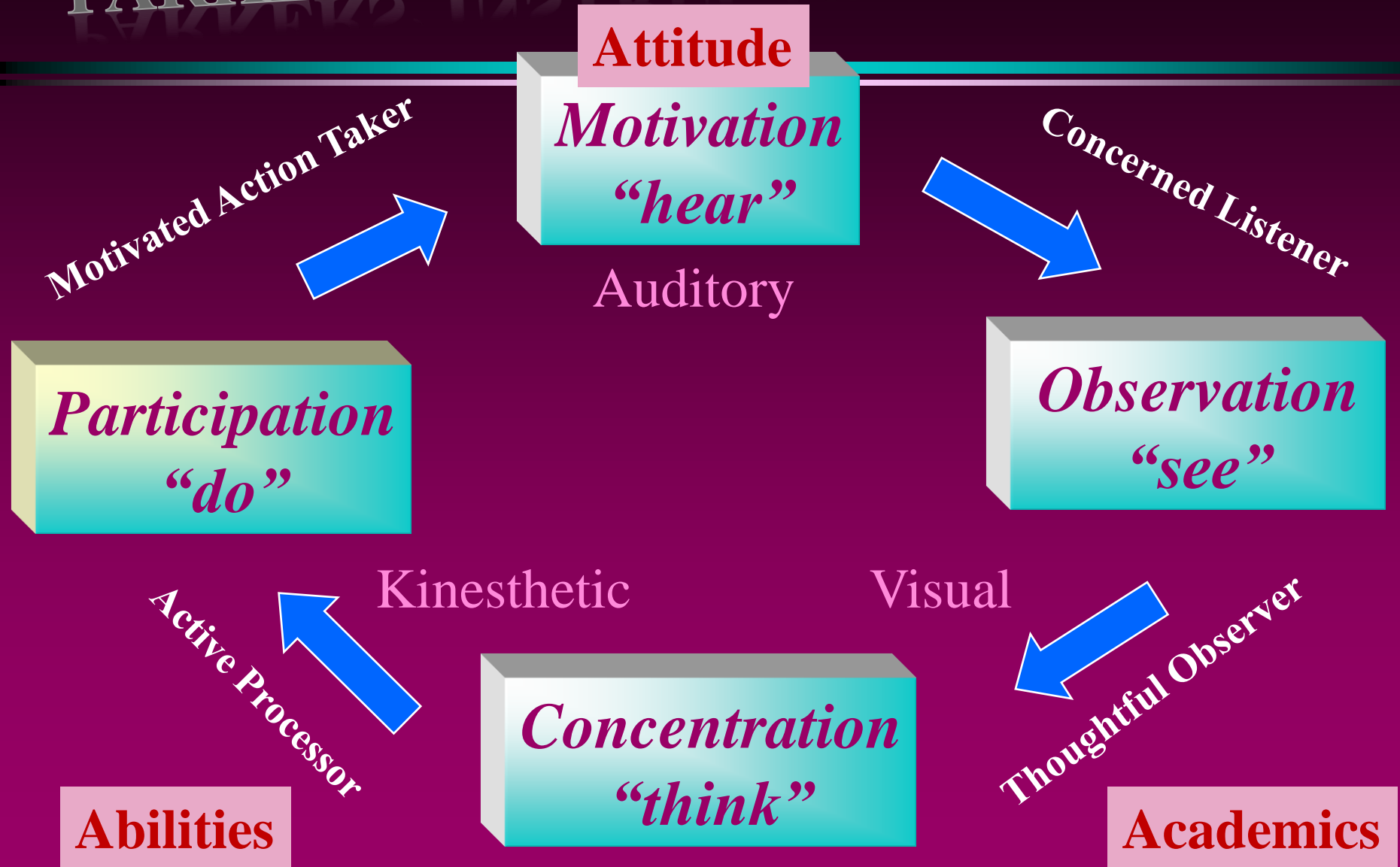
Observation
“see”

Participation
“do”

Concentration
“think”

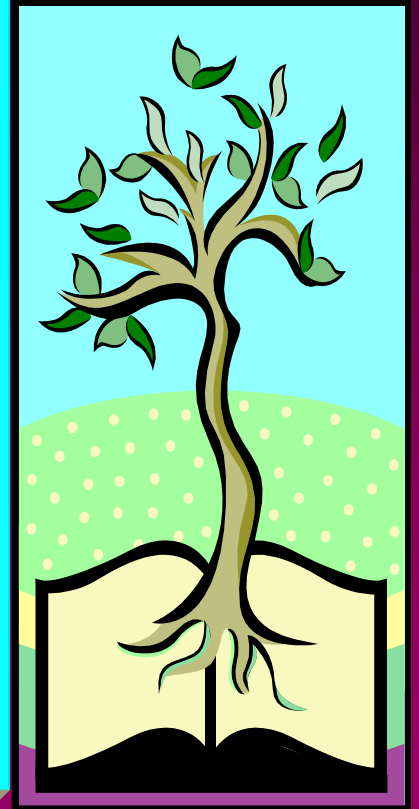


PARKERS' INSTRUCTIONAL MODEL



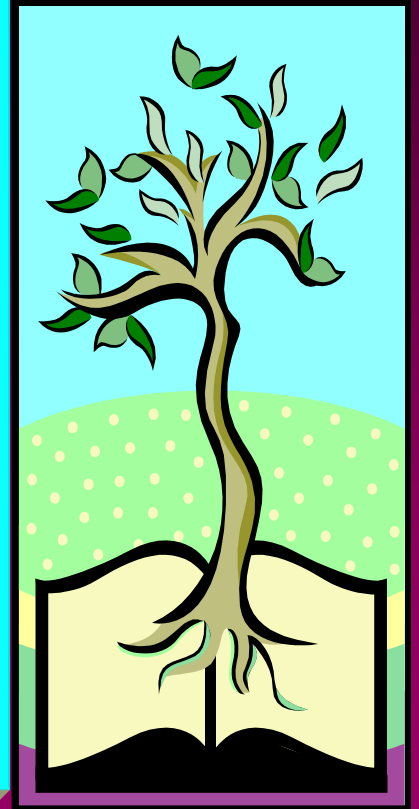
Study Skills Inventory

- **Time Management**
- **Note-taking**
- **Reading**
- **Listening**
- **Test-taking**
- **Written Communications**
- **Stress**
- **Career-oriented**



Study Skills Inventory

- **Memory**
- **Learning Behavior**
- **Critical Thinking**
- **Research**
- **Technology**
- **Decision-making**
- **Life Skills**
- **Health**



What does differentiated instruction provide?

- Differentiated instruction provides **MULTIPLE APPROACHES** to content, process, and product.
 - **Content** – deals with input, what students learn
 - **Process** – how students go about making sense of ideas and information
 - **Product** – output, how students demonstrate what they have learned

What are the five essential reading components that may need to be differentiated?

	Phonemic Awareness smallest units of <u>sound</u> that can differentiate meaning	Phonics Correspondence between these sounds and the <u>spelling</u> patterns	Vocabulary the set of <u>words</u> within a <u>language</u>	Fluency level of <u>language proficiency</u>	Comprehension level of understanding
K	X	X	X	?	X
1	X	X	X	X	X
2		X	X	X	X
3		(word study)	X	X	X

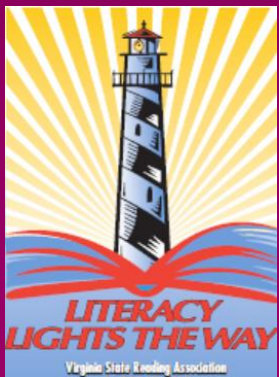
How do we differentiate for struggling readers

- **conduct initial assessment**
- **systematically monitor progress to inform instruction**
- **provide *explicit* instruction**
- **provide *intensive* instruction**
- **teach in small groups based on instructional need**
- **use materials appropriate to student level**
- **provide scaffolded, tiered or supportive instruction**
- **provide ample practice opportunity**
- **create a collaborative support system among school, students and parents**

to Differentiate Content



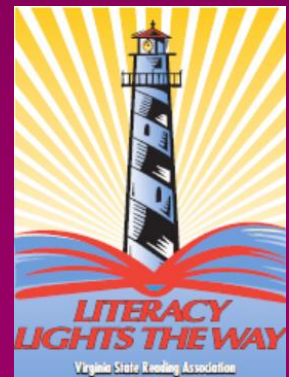
- **Reading Partners / Reading Buddies**
 - Read/Summarize
 - Read/Question/Answer
 - Visual Organizer/Summarizer
 - Parallel Reading with Teacher Prompt
- **Choral Reading/Antiphonal Reading**
- **Flip Books**
- **Split Journals (Double Entry – Triple Entry)**
- **Books on Tape**
- **Highlights on Tape**
- **Digests/ “Cliff Notes”**
- **Note-taking Organizers**
- **Varied Texts**
- **Varied Supplementary Materials**
- **Highlighted Texts**
- **Think-Pair-Share/Preview-Midview-Postview**



to Differentiate Product



- Assessments are not just tests. A number of product resources can be used to reveal the true “learning profile” of students. Some alternative sources for student data include:
 - journal entries,
 - short answer tests,
 - open response tests,
 - home learning,
 - notebooks,
 - oral responses,
 - portfolio entries,
 - exhibitions,
 - culminating products,
 - question writing and
 - problem solving.



FIVE CORNERSTONES OF DIFFERENTIATING READING INSTRUCTION

1. READ ALOUD TO MODEL HOW YOU APPLY READING STRATEGIES AND JOURNAL WORK.
2. STUDENTS READ AT THEIR INSTRUCTIONAL LEVEL
3. INDEPENDENT READING AT STUDENTS' RECREATIONAL LEVEL: 30 TO 40 BOOKS A YEAR.
4. JOURNAL WRITING THAT IMPROVES COMPREHENSION BEFORE, DURING, AND AFTER READING.
5. PERFORMANCE-BASED ASSESSMENTS HELP YOU PLAN INSTRUCTION AND INTERVENTIONS.

Learning Contract #1

Name _____

My question



To find out about my question or topic...

I will read:



I will look



I will write



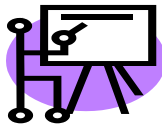
I will draw



I will need



Here's how I will share



I will finish by



Learning Contract #2

To demonstrate what I have learned about _____, I want to

- | | |
|--|--|
| <input type="checkbox"/> Write a report | <input type="checkbox"/> Design a mural |
| <input type="checkbox"/> Put on a demonstration | <input type="checkbox"/> Write a song |
| <input type="checkbox"/> Set up an experiment | <input type="checkbox"/> Make a movie |
| <input type="checkbox"/> Develop a computer presentation | <input type="checkbox"/> Create a graphic organizer or diagram |
| <input type="checkbox"/> Build a model | <input type="checkbox"/> Other _____ |

This will be a good way to demonstrate understanding of this concept because

To do this project, I will need help with

My Action Plan is _____

The criteria/rubric which will be used to assess my final product is _____

My project will be completed by this date _____

Student signature: _____ Date ____/____/____

Teacher signature: _____ Date ____/____/____

**Can I say
goodbye for
the day
knowing that
another
individual has
received
maximum
consideration?**



Parker's Learning Styles Profile

The End

