

10 Guidelines for Differentiating Reading and Writing, K-8: Growing Literate Kids

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Differentiation is
a sequence of common sense decisions
made by teachers
with a student-first orientation

Adam Hoppe, 2010

The Common Sense of Differentiation

- Ensuring an environment that actively supports students in the work of learning,
(**growth mindset, student-teacher connections, community**)
- Absolute clarity about a powerful learning destination,
(**KUDs, engagement, understanding**)
- Persistently knowing where students are in relation to the destination all along the way,
(**pre- & formative assessment, emphasis on feedback, used for student and teacher planning**)
- Adjusting teaching to make sure each student arrives at the destination and, when possible, beyond it,
(**responding to student readiness, interest, learning profile**)
- Effective classroom leadership & management.
(**leading students, managing routines**)

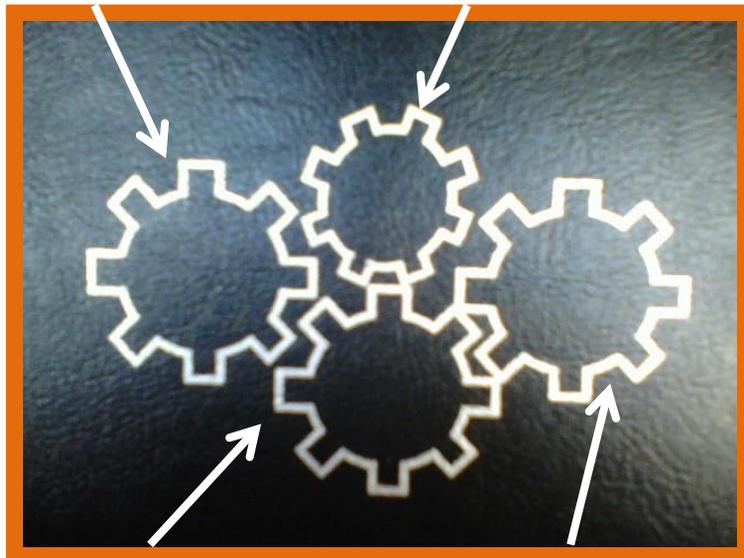


Environment

Curriculum

Management

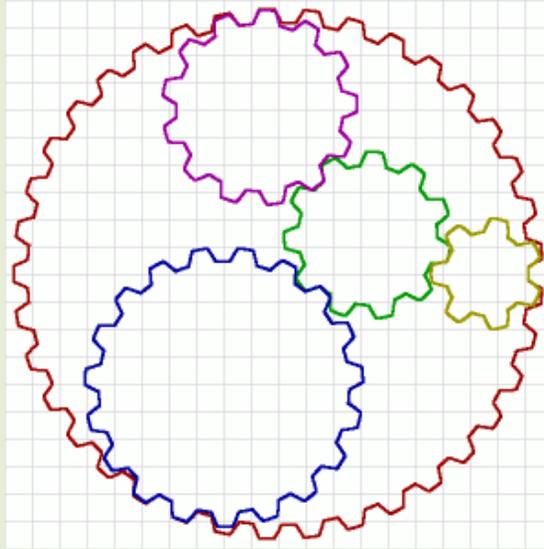
Leadership



Instruction

Assessment

THE HALLMARK OF EFFECTIVE TEACHING



Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

Let's see how do these five key principles of differentiation apply to teaching reading & writing, in grades K-8.



Principle #1



Ensuring an environment that actively supports students in the work of learning,
(growth mindset, student-teacher connections, community)

Praising the Process to Foster a Growth Mindset



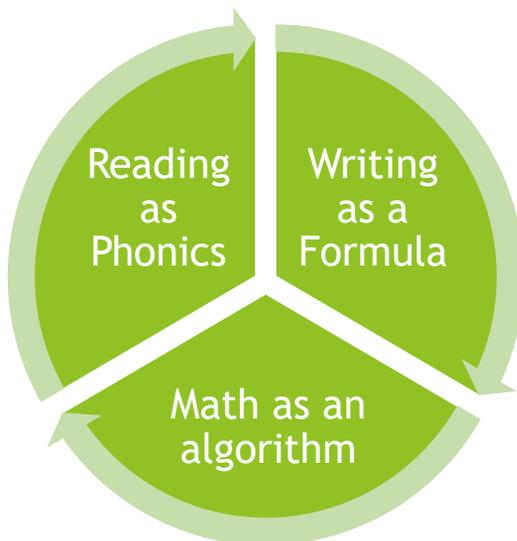
<https://www.teachingchannel.org/videos/praise-the-process-perts>

Gr.1 Writing 6 min

Principle #2



Absolute clarity about a powerful learning destination,
(KUDs, engagement, understanding)



There's danger in many of our current approaches to teaching... especially for vulnerable learners.

The Wolf that Would Forgive: Incorporating Standards in Meaningful Work

The Wolf That Would Forgive

Wolf and Bobcat were hunting together in the woods for rabbits. After a bit of sniffing around, Wolf smelled one and ran off towards it!

"Wolf!" yelled Bobcat as he chased after her. He had lost sight of his friend, so he decided to go off on his own. Up ahead, in a clump of bushes, he saw a tuft of grey fur. Thinking it was a rabbit, Bobcat leaped upon it and took it in his mouth. That little tuft of rabbit fur turned out to be a big tuft of wolf fur. Wolf had just caught her rabbit, but after Bobcat's surprise attack, Wolf dropped the creature she was holding. The rabbit ran away into the woods. Watching the small meal hop away made Wolf angry. She growled at Bobcat, but she saw the shame in his eyes and she felt pity for her.

"It's all right, we'll just go find another one," Wolf said. And they walked away to find more food.


Bad luck tests true friendship.

8



<http://modelsofexcellence.education.org/resources/wolf-would-forgive-illuminating-standards-video>

KUDs for *The Wolf That Would Forgive*



KNOW:

Personal narrative, voice, fable, audience, purpose
Characteristics of a personal narrative
Characteristics of a fable
Craftsmanship, characteristics of craftsmanship

UNDERSTAND:

Experience contains the seed of powerful writing.
Humans share common experiences.
To write effectively for an audience, the writer must know the audience.
It's possible to convey the same message in many ways.
Craftsmanship is the result of painstaking effort.

DO:

Write a personal narrative that uses your own voice to convey an experience.
Adapt your personal narrative to the form of a fable and for an audience of first or second graders.
Create a block print that represents your message and conveys its tone to your audience.
Exhibit the traits of craftsmanship in your writing and art.



<https://vimeo.com/69120172>

What attributes seem most appropriate to you to describe this classroom? Why do you say what you say?

Talk about the nature of the learning environment in the classroom as you infer to be from what you see in the video.

What evidence do you see here of

- Student engagement
- Student understanding
- Teaching Up

If you were going to use this example of curriculum to engage your colleagues in a discussion, what you would add and/or spotlight to be sure you helped them focus on what you believe is most important about writing quality curriculum?

K-Science 5 ½ min

“If we teach children to read but not to fall in love with reading, we will have created a generation of literate illiterates.”



Principle #3



Persistently knowing where students are in relation to the destination all along the way, **(pre- & formative assessment, emphasis on feedback, used for student and teacher planning)**

Rick's Reading Workshop: An Overview



- What do you think Rick would say he's doing to differentiate instruction for the wide range of readers in his class? Look for both more and less obvious "moves."*
- What attributes in Rick and in his work with students do you feel are necessary for effective differentiation to be occurring?*

<https://www.teachingchannel.org/videos/reading-workshop-overview>

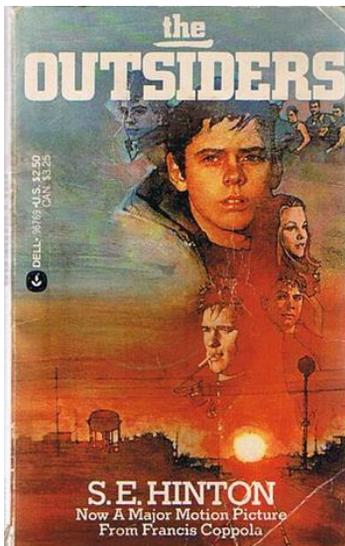
5 min Grade5 Rdg

Principle #4



Adjusting teaching to make sure each student arrives at the destination and, when possible, beyond it,

(responding to student readiness, interest, learning profile)



Take a Look

At how this teacher scaffolds and extends learning for her students in a particular lesson.

How has she differentiated the lesson?

Does it seem “respectful” and “hopeful” for all students? What’s your evidence for your responses?

How might/do you use a similar approach for your students?

HopeFdn 27:07

Academic Choice: Differentiation Based on Interest & Approach to Learning



https://www.teachingchannel.org/videos/academic-choice-lesson?utm_campaign=digest&utm_medium=email&utm_source=digest

What's your most important observation about the learning environment in Ms. Porfirio's classroom?

About her classroom leadership/management?

About the curriculum she's using with her students? (What do you think are likely KUDs for this lesson?)

Is she differentiating content, process, or product in this lesson? Based on student readiness, interest, or learning profile?

What other examples of differentiation or opportunities for differentiation do you see?

What question do you want to ask her?

13minGr1 Literacy

Principle #5



Effective classroom leadership & management.
(leading students, managing routines)



10 Guidelines for Differentiating Reading & Writing: Growing Literate Kids

Know and believe in the strengths of each learner you teach.

Forge a strong connection with each learner.

Connect students with one another through reading & writing.

Create flashlight readers, not spotlight readers & writers!! Don't lose the joy!!

Teach mechanics in the context of meaning and purpose.

Ensure that reading & writing instruction lead to personal discovery, personal power.

Emphasize movement forward from a student's point of entry (next step or +1 teaching & learning).

Practice and polish formative assessment that's close to instruction.

Attach reading & writing to student interest and learning preferences.

Teach productive habits of mind through reading & writing, and help students be your partners in developing and using productive classroom routines.