

How we Differentiate Instruction in Four Blocks

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How we Differentiate Instruction in Four Blocks

(Multimethod, Multilevel Instruction)

We do multimethod instruction.

Teacher-directed instruction in all four blocks means children have four different methods from which they can learn to read.

We do multilevel instruction in all four blocks.

What is Multilevel Instruction?

There are multiple “things” to be learned.

The teacher interacts differently with different children.

All children experience success.

How we differentiate instruction in Self-Selected Reading

Teachers read aloud all different kinds of literature.

fiction and nonfiction

easy and challenging

books and magazines

Teachers provide differentiated instruction during
the weekly conference.

informally assess fluency and
comprehension

help children select materials on their
reading level

How Multilevel is Your Self Selected Reading?

Are there multiple “things” to be learned?

Knowing each child’s level, how do you interact differently with different children?

How do your struggling and advanced readers experience success?

How we differentiate instruction in Guided Reading

Teachers include grade-level and easier materials.

Teachers choose appropriate formats so that children always have enough support to read and comprehend the text.

Teachers coach children as they read with partners or in coaching groups.

Teachers use book-club groups as much as possible to more closely match children with text.

Teachers plan minilessons on comprehension strategies children need.

How Multilevel is Your Guided Reading?

Are there multiple “things” to be learned?

Knowing each child’s level, how do you interact differently with different children?

How do your struggling and advanced readers experience success?

How we differentiate instruction in Writing

Teachers model all different kinds and level of strategies in their minilessons.

Teachers provide differentiated instruction during the conferences.

Teachers accept whatever level children are on and work to move them to another level.

How Multilevel is Your Writing?

Are there multiple “things” to be learned?

Knowing each child’s level, how do you interact differently with different children?

How do your struggling and advanced readers experience success?

How we differentiate instruction in Working with Words

Teachers choose word wall words with the highest utility for their class.

Teachers use a variety of activities—making words, reading writing rhymes, etc—so that children have many ways to learn phonics patterns

Teachers include some easier and harder words in each lesson so that struggling readers succeed and advanced readers are challenged.

Teachers include a transfer step in each lesson and remind children of what they have learned in the Working with Words block as they are reading and writing.

How Multilevel is Your Working with Words?

Are there multiple “things” to be learned?

Knowing each child’s level, how do you interact differently with different children?

How do your struggling and advanced readers experience success?