Differentiated Core Reading Instruction: The Critical First Tier

Barbara A. Marinak
bam234@psu.edu
IDEIA (Individuals with Disabilities Education Improvement Act: 2004) mandates the use of early intervening services to:

- Identify children who are members of a disaggregated subgroup with a specific learning disability whereby the discrepancy model could result in over identification.
Provide intervention to all children at risk for school failure.
For all models, Tier 1 is core classroom instruction.

Tiers 2-10 are varying levels of intervention differentiation.
Today's discussion will focus on Tier 1—the critical instruction that occurs in core before intervention.
Tier 1: Core Classroom Instruction

Research indicates that core classroom instruction should contain the following:

- Explicit reading instruction for every child, every day in a small group that provides appropriate text-reader match (Pressley, 1998)

- Differentiated instruction in word study, vocabulary, and comprehension at every grade level (NRP, 2000)
- Use of flexible grouping patterns (heterogeneous and homogenous grouping based on need) (Pressley, 1998)

Differentiated instruction is generally referred to as a process by which teaching and learning are adapted on the basis of student readiness, learning profiles, interests, and the results of appropriate and meaningful assessments.

Tomlinson, 1999
Methods for Differentiating Core

- Methods can be used during core classroom instruction.
- Methods can also be used during intervention.
Student Readiness

- Text Impression
- Vocabulary Anticipation
Vocabulary Anticipation

- We will continue with Wild Babies, by reading about alligators and frogs. What words do you think you will read in the text about these two young animals?

- If not anticipated, add: ***************
Learning Profiles

- Informational Grammar
- Structures of Informational Text
- Questioning
- Retelling Pyramid
Informational Grammar

Just as there are five elements in a narrative story grammar, there are five text elements that comprise what might be termed an “informational grammar” (Marinak & Gambrell, 2007).
Five Text Elements of Informational Grammar

• Author’s Purpose
• Major Ideas
• Supporting Details
• Aids
• Important Vocabulary

(Marinak, Moore, & Henk, 1998)
Four text structures occur frequently in elementary books and textbooks:

• Enumeration
• Time Order
• Compare/Contrast*
• Cause and Effect

(Hall, Sabey & McClellan, 2005; Neufeld, 2005; Richgels, McGee, Lomax & Sheard, 1987; Williams, 2005)
Compare and Contrast
Possible Differentiation

Reading
- Compare and Contrast
- Compare, Contrast, Compare and Contrast

Responding
- Text
- Attribute Map
- Writing Guide
- Summary Pattern
# Q-Matrix

## Literal

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are?</td>
<td>Where/When are?</td>
<td>Which are?</td>
<td>Who are?</td>
<td>Why are?</td>
<td>How are?</td>
</tr>
</tbody>
</table>

|--------------|--------------------|---------------|-------------|-------------|-------------|

|--------------|--------------------|---------------|-------------|-------------|-------------|

## Inferential

|----------------|----------------------|------------------|----------------|----------------|----------------|

## Extended

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will?</td>
<td>Where/When will?</td>
<td>Which will?</td>
<td>Who will?</td>
<td>Why will?</td>
<td>How will?</td>
</tr>
</tbody>
</table>

|----------------|----------------------|------------------|----------------|----------------|----------------|
Q-Matrix

TEXT + me = literal (stems 1-12)

Text + Me = inferential (stems 13-24)

text + ME = extended (stems 25-36)
# Q-Matrix

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inferential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>What can?</td>
<td>14</td>
<td>Where/When can?</td>
<td>15</td>
<td>Which can?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>Who can?</td>
<td>17</td>
<td>Why can? Why can’t?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>What could?</td>
<td>20</td>
<td>Where/When would?</td>
<td>21</td>
<td>Which would?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>Who would?</td>
<td>23</td>
<td>Why would?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How long do penguin chicks stay in a kindergarten?

How old is a giraffe calf when they enter a kindergarten?
When would penguins and giraffes form kindergartens?
Giraffes and penguins use kindergartens to protect their young. What might other animals do to protect their babies?
How many babies do giraffes and penguins have at a time?

Antarctica Africa
Use two words to describe where the penguin and the giraffe live?

Egg live birth
In three words, list how the giraffe and the penguin have babies?

cared for in kindergartens
In four words, describe how giraffes and penguins protect their babies?
Interests

This type of differentiation can be informed by research in motivation and engagement.
One of our recent studies using the MRP revealed that third grade boys are less motivated to read than third grade girls. In addition, while there were no statistically significant differences on boys’ and girl’s self-concepts as readers, there were statistically significant differences on the value they placed on reading activities and experiences.
Specifically, boys’ responses suggest that they do not value reading books, spending time reading, visiting the library, or choosing to read as an adult. In addition, the boys’ responses suggest that they perceive their friends as not valuing reading and that they do not spend time talking with friends about good books.
In addition, qualitative data from student interviews in another MRP study indicated that:

1. third and fifth grade boys do not enjoy being read to because they are not involved in choosing the book and most read-aloud books are “girl books”.
2. third and fifth grade boys indicated they like reading magazines and newspapers more than books.

3. third and fifth grade boys indicated all reading material (library materials, read-aloud, etc) does not include enough non-fiction.
Interests

- Arrange SSR during a workshop to ensure that all students have the opportunity to read for pleasure.
- Read-aloud all types of print - including lots of informational text.
- Honor all print for SSR.
- Offer choice as much as possible - especially during read-aloud and SSR.
Joanne Yatvin (1995) pleads that educators are today’s “catchers in the rye”. She suggests it is our job to work together to rescue children- one at a time if necessary. Though permanent rescue is an imperfect process, children who are carrying intolerable burdens can shake them off in weeks when a caring teacher takes time with them.