

What does differentiation look like?

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What does differentiation look like?

12 examples for teaching reading in K-3



Have children read books at their own level instead of routinely reading stories from the basal as a class.

Level your classroom library using Fountas and Pinnell's leveling Guided Reading leveling system. Help students find their reading level so that they know which book bins to choose from during independent reading time.

Leveling tools:

- [scholastic.com/teachers/bookwizard](https://www.scholastic.com/teachers/bookwizard) (free)
- [levelitbooks.com](https://www.levelitbooks.com) (paid app)
- [books.atozteacherstuff.com/leveled-books](https://www.books.atozteacherstuff.com/leveled-books) (free)
- [Leveled Book Website from Fountas & Pinnell](https://www.fountasandpinnell.com/leveled-book-website) (subscription service)

Strive for multilevel learning when creating an interactive writing chart.

Some children might notice the parts of a word. Others might notice spellings. Still others might note capital letters and punctuation.

Provide different levels of support after a whole class lesson.

Sit at a table to give extra teaching and support to struggling learners. Give on-level students a task to complete in small groups. Invite accelerated students to work in pairs or alone.

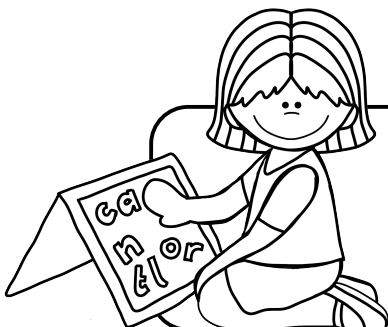
Vary the word work that students do based on their understanding of phonemic awareness and phonics.

Struggling learners may need help blending onsets and rimes orally. Mid-level learners could practice with Elkonin boxes and counters. Advanced learners could stamp the missing vowel in CVC words.



Give students different word lists at a word work center.

Invite students to stamp their words, build them with Scrabble tiles, write rainbow words, and more. Differentiate by providing different colored word lists based on student readiness.



Give students different tasks at a center with magnetic letters.

Some students can sort the letters by holes/no holes. Others might sort by vowel/consonant. Others may build simple CVC words.

Provide extra support to students who need help copying words from a word wall.

Place a row of library pockets labeled A-Z under the word wall. Place copies of each word in the pockets. This way students who struggle to copy from a distance can take a word to their desk to copy it.



When the students have read or heard the same text, vary the assignment.

After a whole class read aloud, you might ask struggling learners to create a simple story web. Advanced learners can retell the story from a character's point of view.

Use color-coded task cards at a reading comprehension center.

Instead of having all students do the same reading comprehension worksheet, have them answer different questions in their reading response journals. Write the questions on different colored cards so that they vary by difficulty. Use a chart to show children which colored cards they should answer.



Invite children to explore Big Books at a learning center.

Some learners might use a fly swatter to slap letters they know. Other learners could use a fly swatter with a cut-out center to frame words they recognize. Advanced learners can read the book in pairs.



Encourage all student to participate in small group literature circles by giving each child a number of colored chips.

Each child has a different colored chip and places one of his chips in a center container when he participates. Students can look in the container to see which students need to participate more.

Give students choices when they respond to literature.

Examples include writing a book report, creating a graphic organizer, giving an oral report, or building a shoebox diorama.