

Effective Tier 1 Instruction

Differentiated Student Centers

## Objectives of this PowerPoint

- How to support teachers in differentiating robust student centers
- Using centers to enhance student achievement

## What I Know About Differentiated Instruction

K What I Know	W What I Want to Know	L What I Learned

K-W-L Chart

Try to write the main idea in a word, phrase or short sentence. Include all the things you know and believe to be true about implementing Student Centers Activities successfully.

## What is Differentiated Instruction?

- Matching instruction to the needs of individual learners.
- Forming small, flexible teacher-led instructional groups based on student data and observations.
- Grouping students with similar instructional needs, limiting the size of the group based on the intensity of instruction needed.

Arndt et al., Just Read, Florida! Leadership Conf., Orlando, 2008

## Differentiated Small Group Instruction

- The focus and format of reading skills instruction varies with the skill level of the students.
- How often and how long the teacher meets with each small group varies depending on student needs.
- Students who are more at risk will need to meet more frequently and for longer periods.
- The small group targeted skill instruction supplements and reinforces high quality and consistent initial reading instruction during the 90+ reading block.

## How To Support Small Group Instruction

Provide daily opportunities for high quality practice

## **Differentiated** Student Centers

- Now we are going to talk about how to differentiate student centers

## Why Do We Use Literacy Centers?

- To practice skills taught in small group
- Facilitate development of self-monitoring, problem-solving and collaboration
- Develop student responsibility and accountability for their own learning

## Goals and Objectives for Literacy Centers

- Keep it simple and manageable
- Addresses state and district literacy standards
- Address overall goals of the classroom teacher

Avoid busy work and worksheets!!!

## What Will I Need for Literacy Centers?

- Assessment data
- Preparation Time
- Materials for differentiation and management
- Established clear expectations, routines and procedures
- Explicit Directions
- Modeling

- Assessment data should include: DIBELS BM and/or PM; GRADE and Informal classroom assessments such as written response/student oral responses
- Preparation Time: Plan with grade-level team and divide up tasks
- Task Board/ Work Board to designate rotation to and from centers
- Routines/Procedures: This is when you teach students what materials (e.g., pencil) they bring to the center, how they leave the center for the next group of students (e.g., put completed work in designated bin and leave appropriate center materials ready for next group)
- Model: Routines, procedures, skills, strategies

## What are Student Responsibilities?

- Understand expectations of student center time
- Remain focused and on-task during center time
- Be held accountable for time spent in centers

-Students learn not to interrupt teacher during center time

-What might this look like in your classroom? E.x. Amy wore a lay and Susan used blocks as cues to remind students not to interrupt during small group instruction.

## Center Ideas

- Writing Center
  - Literature Response
  - Word Work
  - Fluency
  - Pocket Chart Center
  - Overhead Center
  - Buddy Reading
- Reading/Library
  - Listening Center
  - Computers
  - Sentence Building

### Transition from Small Group to Center-based Practice: Word Work

- **Letter Recognition**
  - Students practice matching, identifying, and ordering the letters in the alphabet.
- **Letter-Sound Correspondence**
  - Students practice identifying and ordering letter sounds (initial, final, and medial).
- **Onset and Rime**
  - Students first practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime); then practice blending, sorting, and segmenting the onset and rime.
- **Word Study**
  - Students practice sorting, blending, segmenting, and manipulating the sounds of letters in words and practice identifying high-frequency words.
- **Syllable Patterns**
  - Students practice blending and segmenting syllables in words.
- **Morpheme Structures**
  - Students practice blending compound words, roots and affixes, and roots and inflections to make words.

•These skills are first taught in small group and once mastered, can be applied and extended in student centers.

Students can work in student centers while you teach at the teacher center. The purpose of these student centers is to **EXTEND** student opportunities to practice the knowledge and skills that have been explicitly and systematically taught previously during whole group and differentiated instruction.

Here are some examples of the type of student centers you could establish in your room from the beginning to the end of the school year. The centers are broad in scope and could be divided into as many as ten different sub-center activities. The number and type of centers you establish depends upon:

- the specific instructional needs of your class.
- the size of your class
- how often you introduce a new center activity to the class
- your class management skills

## Transition from Small Group to Center-based Practice: Reading Connected Text

- **Fluent Decoding**
  - Practice applying phonics skills in connected text (decodable text)
- **Fluent Reading**
  - Words, phrases, sentences, passages
- **Fluent Reading of Text**
  - Narrative/ Informational Text: Leveled readers, anthology, passages etc.

## Transition from Small Group to Center-based Practice: Text Comprehension

- **Narrative Text Structure**
  - Students practice identifying story elements (characters, setting, sequence of events, problems, solution, plot, and theme).
- **Expository Text Structure**
  - Students practice identifying details, main idea, and important information in expository text.
- **Text Analysis**
  - Students practice identifying and organizing text.
- **Monitoring for Understanding**
  - Students practice using strategies to comprehend text.

## Student Profile

	FALL Nonsense Word	FALL Oral Reading Fluency	FALL GRADE Listening Comprehension	FALL GRADE Total Test
Geri	63 NW / Blending	126 WCPM	Stanine 8	Stanine 7
Susan	16 NW/ partial blending	15 WCPM / 10 errors	Stanine 5	Stanine 3
Amy	35 NW/Partial Blending	40 WCPM / 4 errors	Stanine 5	Stanine 5

- This is a typical 2<sup>nd</sup> grade classroom. These are the Fall DIBELS and GRADE scores.
- Let's look at three students with different instructional needs and what might be the appropriate centers for each student.
- Turn and Talk (10 Minutes)
- Look at the three students and think about their instructional needs and center activities to support these skills.

## Student Profile and Center Rotation

	Fall (NW)	Fall (ORF)	GRADE Listening Comp	GRADE Total Test	ABC	Fluency	Reading	Writing
Geri	63 NW blending	126 WCPM	Stanine 8	Stanine 7	Multi Syllabic words		Chapter books/ book club with peers	Persuasive essays based on book club
Susan	16 NW/ Partial blending	15 WCPM 10 errors	Stanine 5	Stanine 3	CVC pattern– Open And closed syllables	CVC pattern and sight words with speed drills	Decodable readers	Listening to story on tape and using a graphic organizer to identify beginning, middle and end
Amy	35 NW/ Partial Blending	40 WCPM	Stanine 5	Stanine 5	Onset Rime and Blending activities	Decodable readers	Leveled readers	Graphic organizer to write main idea and details based on the leveled reader or anthology story

### ABC Center

-Geri is working on multisyllabic words; Susan is working on cvc patterns, open and closed syllables; Amy is working on onset-rime and blending activities

### Fluency Center

-Susan is working on cvc pattern and sight words with speed drills; Amy is working in decodable readers for fluency

### Reading

-Susan is practice reading decodable texts; Amy is reading leveled readers; Geri is reading chapter books and participating in a book club with peers

### Writing

- Susan is listening to a story and using a graphic organizer to write beginning, middle and end; Amy is using a graphic organizer to write main idea and details based on the leveled reader or anthology story; Geri is writing a persuasive essay based on the book she is reading in book club.

## Your turn

Directions: Work in a group of three and decide how to match each third grade student to appropriate, robust, engaging centers and activities and describe the center activities that support these skills.

	FALL Oral Reading Fluency	FALL GRADE Listening Comp	FALL GRADE Passage Comp				
Javier	137 WCPM	Stanine 8	Stanine 8				
Stanley	90 WCPM	Stanine 6	Stanine 6				
Michael	46 WCPM / 10 errors	Stanine 3	Stanine 3				

- This is a group of 3<sup>rd</sup> grade students.
- They each have different instructional needs.
- Work in a group of three and decide how to match students to appropriate, robust, engaging centers and activities and describe the center activities that support these skills.

## What I Know About Differentiated Instruction

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K-W-L Chart

Try to write the main idea in a word, phrase or short sentence. Include what you learned about implementing student center activities.

# Resources

- Core Program materials
- Florida Center for Reading Research Empowering Teachers Instructional Routines  
<http://www.fcrr.org/assessment/ET/index.html>
- Florida Center for Reading Research Student Center Activities  
<http://www.fcrr.org/Curriculum/SCAindex.html>
- Group Reading and Diagnostic Evaluation (GRADE) Resource Library  
<http://www.pearsonschool.com>
- Teacher Center for Language Arts (2002). *Teacher Reading Academy (TRA) binder*. Austin, Tx. University of Texas College of Education.

## References

- Arndt, E., Wahl, M., VanSciver, M., Weinstein, C. & Kosanovich, M. *Using Empowering Teachers Instructional Routines with Student Center Activities to Differentiate Instruction*. Just Read, Florida! Leadership Conference, Orlando, 2008.
- Gumm, R. & Turner, S. *90-Minutes Plus*. Eastern Regional Reading First Technical Assistance Center (ERRFTAC), 2004.
- Kosanovich, M.L. *Differentiating Instruction by Implementing and Managing Student Center Activities*. National Reading First Conference, July 18-20, 2007, St. Louis. MO