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**Introduction: Infusing Reading in the Content Areas** 1

*Every teacher knows that some students struggle to read their texts while others go unchallenged. Every teacher who wants to be a facilitator of learning must therefore also be a facilitator of reading. Differentiated reading instruction gives teachers in all subject areas the power to help students succeed at all ability levels. It is never too late to help students become confident, eager, and fluent readers and to move students toward their full reading potential.*

**1. Creating a Climate for Reading** 13

*An inviting, safe, and accepting classroom environment promotes optimal learning experiences. To motivate learners with diverse reading abilities, teachers can create print-rich environments, comfortable reading spots, and a wide variety of unique and differentiated celebrations when reading and learning goals are met. Attention to the affective realms of learning—rapport, empathy, challenge, excitement, humor, respect, choice, self-efficacy, and more—marks those teachers who become legends in learners' lives.*

**2. Knowing the Reader** 29

*The effective teacher in the differentiated reading classroom assesses each learner's reading behaviors, feelings toward reading, reading skill levels, developmental readiness for reading, and diverse needs. Diagnostic tools, possible problems, and suggested solutions can be differentiated for emerging, successful, and fluent readers. Checklists, surveys, and rubrics can be used to assess multiple intelligences, thinking styles, learning styles, 4Mat types, personal characteristics, beliefs, and interests.*

**3. Models of Reading** 61

*The effective teacher in the differentiated reading classroom selects and adapts instructional models that coordinate reader needs with content standards and*

learning objectives. Models of reading include *Adjustable Assignments*, *Curriculum Compacting*, *centers and projects*, *Independent Choice*, *Guided Reading*, *Shared Reading*, *Language Experience*, *Read Aloud*, and *Four Block*. Also included are strategies to support those models, such as *agendas*, *cubing*, *response books*, *graphic organizers*, and *choice boards*.

- 4. Vocabulary** 83
- A teacher may say, "I taught that word!" but that is not the same as the student asking, "Did I learn that word?" In the differentiated reading classroom, the teacher uses stimulating, novel, and meaningful strategies to introduce new words essential to reading experiences and assignments in the content areas. Included here are more than fifty strategies for vocabulary learning, vocabulary visuals, context clues, and assessments that can connect new words to the learner's world and help the learner take ownership of new subject vocabulary.*
- 5. The Art of Decoding** 113
- No other aspect of the language arts curriculum has received as much attention as phonics. This chapter offers twelve key phonics skills and essential word analysis skills covering syllables, root words, prefixes, and suffixes. These skills can be infused across the curriculum while teaching content area vocabulary.*
- 6. Comprehension** 131
- Differentiated comprehension strategies can be used to meet the diverse interests, ability levels, and background knowledge levels of each learner. Included here are strategies and assessments to use before, during, and after reading. Find flexible grouping designs for Total groups (T), reading Alone (A), Partner reading (P), and Small groups (S).*
- 7. Pulling It All Together** 183
- Variety is the spice of learning, and teachers who vary their strategies, assessments, and homework assignments empower their students to become successful readers both inside and outside the classroom.*
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## MOTIVATING LEARNERS IN THE DIFFERENTIATED READING CLASSROOM

William Glasser's Choice Theory of Motivation (Glasser, 1990, 1998) cites five important student needs for learning motivation. Carol Ann Tomlinson's *Parallel Curriculum* (Tomlinson et al., 2002) also names five motivating needs that can be incorporated when inviting students to learn. Figure 1.1 adapts the views of Glasser and Tomlinson to the reading classroom.

**Figure 1.1** Needs for reading motivation

<i>Glasser's Needs</i>	<i>Tomlinson's Needs</i>	<i>The Effective Classroom Culture Provides the Reader with ...</i>
To survive and reproduce	Affirmation	Basic needs Acceptance A meaningful place in the learning culture Membership in a group
To belong and be loved	Contribution	Experiences that make a difference Opportunities to make contributions to the class A nurturing environment Acceptance A risk-free environment Freedom for expression
To have freedom	Purpose	Exploration and discovery Opportunities with decision making and problem solving Self-efficacy
To have power	Power	Opportunities to make decisions Choices Active learning Understanding of purpose, directions, and goals Empowerment
To have fun	Satisfaction	Challenges to stimulate the mind Activities of interest Choices Work in comfort zones Active learning Humor and fun

## Metacognition

Metacognition in reading, according to Peterson and VanDerWege (2002), involves a turning inward—at first purposefully and later automatically—to examine how we comprehend a text. Teachers need to model these self-monitoring techniques (Honig, 2001).

We define the term *metacognition* as “knowing about knowing.” When a learner “knows that he knows” a reading skill or strategy, and “knows that he knows” how to use it, he becomes a more responsible, effective reader. A struggling reader needs to see metacognitive strategies modeled. He needs to hear the “inside” thinking that accompanies the procedures, so he can “think about his thinking” as he practices the skill. Conscious oral practice leads to automatic applications. Readers become successful when they can apply needed skills and strategies automatically.

## Flow

The state of *flow* occurs when a learner is doing something that occupies and stimulates his mind (Csikszentmihalyi, 1990). For instance, when he reads something that he wants to read, he may read for a long time and not realize that anyone else is around. He is so focused on the information or the activity that he is unaware of his surroundings. During this time, he is in a state of flow.

So many times students go through an entire school day and never experience the state of flow. Teachers can identify a student’s state of flow through observation, inventories, surveys, and conversations. Use this information in lesson planning to capture the reader’s attention and interest.

It has been shown with recent studies of magnetic resonance images (MRIs) and the workings of the brain (Sousa, 2001) that after a person is engaged in the state of flow, during the next activity the learner participates in, no matter how difficult, he performs better and his ability to concentrate is heightened.

## A CLASSROOM ENVIRONMENT THAT MEETS READERS’ NEEDS

The reader-environment fit is determined by the influence of the physical and perceptual factors in classrooms. The physical aspects include the seating and furniture arrangement, visuals, and temperature. The perceptual factors include the teacher’s presence, expectations, personal interactions, and the feelings generated by the surroundings in the learning climate. According to Caine and Caine (1994), “The skill in good teaching lies in the capacity to orchestrate the sensory context of the class.” This orchestration includes meeting the students’ physical, emotional, social, and academic needs.

**Figure 2.1** Reading problems and solutions

Observable Characteristics	Possible Problems	Suggested Solutions
Reads one word at a time	<ul style="list-style-type: none"> <li>• Insecurity</li> <li>• Visual perception</li> <li>• Too much focus on decoding</li> <li>• May be reading from right to left and then left to right</li> </ul>	<ul style="list-style-type: none"> <li>• Assign shorter passages</li> <li>• Give pen light as pointer</li> <li>• Check eyesight</li> <li>• Give a marker, such as a pointer</li> <li>• Allow to use finger to follow the lines</li> </ul>
Words move on the page while trying to read	<ul style="list-style-type: none"> <li>• Visual problem</li> </ul>	<ul style="list-style-type: none"> <li>• Use colored transparency overlays</li> <li>• Have sunglasses available with different colored lenses (yellow, green, rose, blue). See if reads better with color.</li> </ul>
Incorrect posture	<ul style="list-style-type: none"> <li>• Lack interest in assignment</li> <li>• Insecurity</li> <li>• Appears to be a lazy reader</li> </ul>	<ul style="list-style-type: none"> <li>• Model appropriate posture</li> <li>• Provide chaise reading spots</li> </ul>
Easily distracted	<ul style="list-style-type: none"> <li>• Does not complete tasks</li> <li>• Used to working alone</li> </ul>	<ul style="list-style-type: none"> <li>• Needs quiet place to read</li> <li>• Needs directions given one step at a time</li> <li>• Give specific praise for concentrating and staying on task</li> </ul>
Complains that the room is too quiet during independent reading	<ul style="list-style-type: none"> <li>• Cannot concentrate on what he is reading in a quiet environment</li> </ul>	<ul style="list-style-type: none"> <li>• Play background music</li> <li>• Use personal music and headphones</li> <li>• Ask specific questions from text to see that music is improving concentration</li> </ul>
Lips move while reading	<ul style="list-style-type: none"> <li>• Developed this as a habit!</li> <li>• Often an auditory learner</li> <li>• Slows down the reading</li> <li>• Sometimes a Word Caller</li> <li>• Hinders comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy used to focus and concentrate, so sometimes needs to lip read</li> <li>• Teach to move faster across the lines for comprehension</li> </ul>
Trouble keeping place	<ul style="list-style-type: none"> <li>• Easily distracted</li> <li>• Usually not interested in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Needs a marker, pointer, or finger to follow the words and stay on the right line</li> <li>• Use fewer words on the page</li> <li>• Needs shorter assignments</li> </ul>
Reads, but does not know what he has read	<ul style="list-style-type: none"> <li>• Is not comprehending</li> <li>• Has not learned to focus</li> <li>• Does not follow directions well</li> </ul>	<ul style="list-style-type: none"> <li>• Use personal stories from the student's writing portfolio to get him to read and then rephrase</li> <li>• Teach and model comprehension strategies</li> <li>• Find out if the reader can comprehend if someone reads the passage aloud to him</li> </ul>

modeling and then turn the practice over to the students. Teachers who honor diversity continually assess, model, coach, and guide practice when planning effective instruction.

### Multiple Intelligences in the Reading Classroom

Effective teachers plan learning experiences that nurture and enhance student intelligences across a wide range of learning styles, including multiple intelligences (Gardner, 1983), thinking as a reader (Sternberg, 1996), cognitive learning styles (Gregorc, 1985), and 4Mat theory (McCarthy, 1997). (See Figures 2.2–2.6.)

Figure 2.7 offers a metaphor that students can use to compare their learning preferences to such objects as a clipboard, microscope, puppy, or beach ball. Demystifying and becoming aware of their own characteristics will help students to understand why they do the things they do in the classroom. Activity:

- Ask students to identify which of those objects most closely symbolizes their preferences.
- Have students rank the object preferences from 1 (most like them) to 4 (least like them).
- Ask the students to write or tell why they made their top two choices.
- By knowing the activities that represent their learning preferences, students will feel more encouraged to work within their favorite comfort zones.

### The Role of Pleasure in Reading Practice

A struggling reader seldom experiences pleasure when reading. He loses the flow of thought during his efforts to pronounce and understand the meaning of individual words and phrases. Usually he is embarrassed to read aloud, but he also realizes that reading silently is useless because he cannot comprehend the information and respond to questions.

A learner may read well but lack motivation because he prefers to be entertained. He does not find the topics appealing or interesting to read. If a student is interested in the subject, he will read it. For example, most students respond to reading experiences related to videos, movies, computers, music, heroes, and clothing styles.

Keep in mind that each student varies in his stages of developmental growth, so his interests and needs constantly change (see Figures 2.8 and 2.9). The effective teacher conducts surveys, inventories, and personal conversations with students to identify and use the students' talents and interests in planning lessons.