**Differentiated Instruction Teaching/Learning Examples**

### Differentiated Instruction Details

<table>
<thead>
<tr>
<th>Knowledge of Students</th>
<th>Differentiation based on student:</th>
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<td></td>
<td>Readiness</td>
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#### Need to Know
- Students' background knowledge of text features
- Students' interests to inform selection of informational texts

#### How to Find Out
- Have students complete a Pre-assessment Checklist: Features of Informational Text (Appendix A) prior to this lesson
- Facilitate a discussion or conduct an interest survey (e.g., Exit Card) to guide teacher selection of texts

#### Differentiated Instruction Response
- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

### Curriculum Connections

#### Overall Expectations: Reading
1. Read and demonstrate an understanding of a variety of literary, graphic and informational texts and how they use a range of strategies to construct meaning.
2. Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning.

#### Specific Expectations: Reading
1.1 Read a variety of increasingly complex or difficult texts from diverse cultures, including literary and informational texts.
1.4 Demonstrate understanding of increasingly complex text by summarizing important ideas and citing a variety of details that support the main idea.
2.3 Identify a variety of text features and explain how they help communicate meaning.

#### Learning Goal:
- Identify, explain and use features of informational texts to construct meaning

### Assessment and Evaluation

#### Assessment/Success Criteria
- Knowledge and Understanding
  - Demonstrates knowledge of text features (i.e. title, subtitle руб/heading, glossary, captions, sidebar, font, endnote)
  - Demonstrates understanding of the purpose of text features

#### Assessment Tools:
- Checklist
- Anecdotal Comments

### Prior Learning

Prior to this lesson, students will have:
- Used reading comprehension strategies to identify a main idea to predict, summarize and activate prior knowledge
- Developed an understanding of the difference between fiction and non-fiction
- Used one or more of the following note-taking skills: point form, sentence form, graphic organizers, combination notes

### Materials and Resources

**Materials:**
- Chart paper
- Colour-coded key words for text features (a legend that shows each text feature, i.e., title, subtitle руб/heading, endnote, sidebar, caption, and font, in a particular colour; for example, title—orange, subtitle—blue, sidebar—green, etc.) to guide students' colour-coded highlighting of text features in the Action segment of the lesson
- A variety of informational texts of varying complexity selected to address student interests
- Appendix A: Pre-Assessment Checklist: Features of Informational Text—one per student
- Appendix B: Summarizing the Text Choice Board—one per student
- Appendix C (pp. 1 & 2): Tiered Exit Cards—one assigned/selected Exit Card per student
- Appendix D: Teacher Checklist: Assessment of Student Summary and Exit Card—one for teacher reference

**Internet Resource:**

**Resources:**
**MINDS ON**
- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Whole Class → Pre-Assessment**
Students complete a Pre-assessment Checklist: Features of Informational Text (Appendix A) prior to lesson. Post the Learning Goal and colour-coded key words for text features.

**Whole Groups → Mix and Mingle Students**
- Identify a text they have read recently on a sticky note
- Wear the title, mix and mingle, and discuss one interesting aspect of text read; compare with a partner
- Divide physically into two groups, fiction and non-fiction; review the characteristics of each

Observe students as they mix and mingle to ascertain their understanding of fiction versus non-fiction.
Question students in order to clarify any misunderstandings.

**Whole Class → Shared Reading**
Facilitate a whole-class sharing of characteristics, focusing on non-fiction last, and use this as a segue to the Shared Reading lesson.

Lead a Shared Reading session, focusing on text features, and adjust modeling based upon pre-assessment results.

For example, if many students are unaware of or confused about the purpose of bolded words found in a glossary, select this feature to model.
Display and read a non-fiction text and identify/view each text feature.

Think aloud with the class how several features are used to construct meaning and record on chart paper.

**Pairs → Think-Pair-Share**
Students individually reflect on how text features help them as readers to construct meaning, then, based on their preferred way of working, share with a partner or small group.

For student reference, the whole class should create and post an Anchor Chart of text features and their purposes.

**ACTION**
- Introducing new learning or extending/enforcing prior learning
- Providing opportunities for practice and application of learning (guided or independent)

**Individuals/Groups → Coding Text Features and Choice Board Summarization**
Refer to the posted Learning Goal so students can set a purpose for reading.

Provide a variety of informational texts differentiated according to level of complexity and student interest.

Describe the task for students:
- Students will colour code text features (see instructions noted in activity below), predict the main idea of the text using the words from the text features
- Preview text and use different coloured highlighters or sticky notes that correspond to the posted colour-coded key words for text features
- Choose text and practise identifying text features through the use of a guided search strategy such as a scavenger hunt
- Choose to work independently or with a partner
- Students select, or are provided with, an Exit Card from the Tiered Exit Cards (Appendix C, pages 1 and 2). Students read the text, summarize it and identify the main idea using a note taking organizer of choice from the Summarizing the Text Choice Board (Appendix B).

**CONNECTIONS**
- AFL: Pre-assessment/Checklist
- AFL: Mix and Mingle/Anecdotal Comments
- L: Shared Reading

The two groupings that follow provide differentiation by allowing direct teacher time with a small group and student choices for partnering or individual work. These groupings occur simultaneously.

**(1) Small Group → Guided Reading**
Lead a Guided Reading session for students who displayed limited understanding of text features and their purpose in the Pre-Assessment Checklist (Appendix A). Select text according to level of complexity, text features and interest of the group.

Have students practice identifying text features through the use of a scavenger hunt.

Preview text and use different coloured highlighters or sticky notes to mark the features (students use colours that align with a previously established legend; see Materials and Resources section on reverse of this folder).

Set the purpose for reading by reviewing the Learning Goal.

Observe students’ reading, identifying text features and discussing their purpose.

Ask questions to check for understanding, clarify misunderstandings, reiterate the Learning Goal, and make on-the-spot adjustments to meet students’ learning needs.

Support students in summarizing the text and identifying the main idea using a note taking organizer of choice from the Summarizing the Text Choice Board (Appendix B).

**Individuals → Tiered Exit Card (Appendix C)**
Students select, or are provided with, an Exit Card from the Tiered Exit Cards (Appendix C, pages 1 and 2).

**CONSOLIDATION AND CONNECTION**
- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Individuals → Tiered Exit Card (Appendix C)**
Students select, or are provided with, an Exit Card from the Tiered Exit Cards (Appendix C, pages 1 and 2).

**NOTE**: The Tier 1 Exit Card is structured in that it requests specific information and provides some sentence starters. The Tier 2 Exit Card is open-ended. Provide students with the Exit Card that will best allow them to demonstrate their learning.

As homework, students find examples of text features and prepare to discuss how they help construct meaning of text.

Support students in their completion of the Tiered Exit Card as needed.

Complete Teacher Checklist: Assessment of Student Summary and Exit Card (Appendix D) as Assessment for Learning in order to plan for next lesson.

Next Steps: Consider using the Pre-Assessment Checklist: Features of Informational Text (Appendix A) as Assessment of Learning, after students have had multiple opportunities to:
- Read more informational texts
- Practise identifying text features and their purpose, and
- Receive descriptive feedback

**AFL: Tiered Exit Card/Teacher Checklist**

**Asl: Features of Informational Text Checklist**