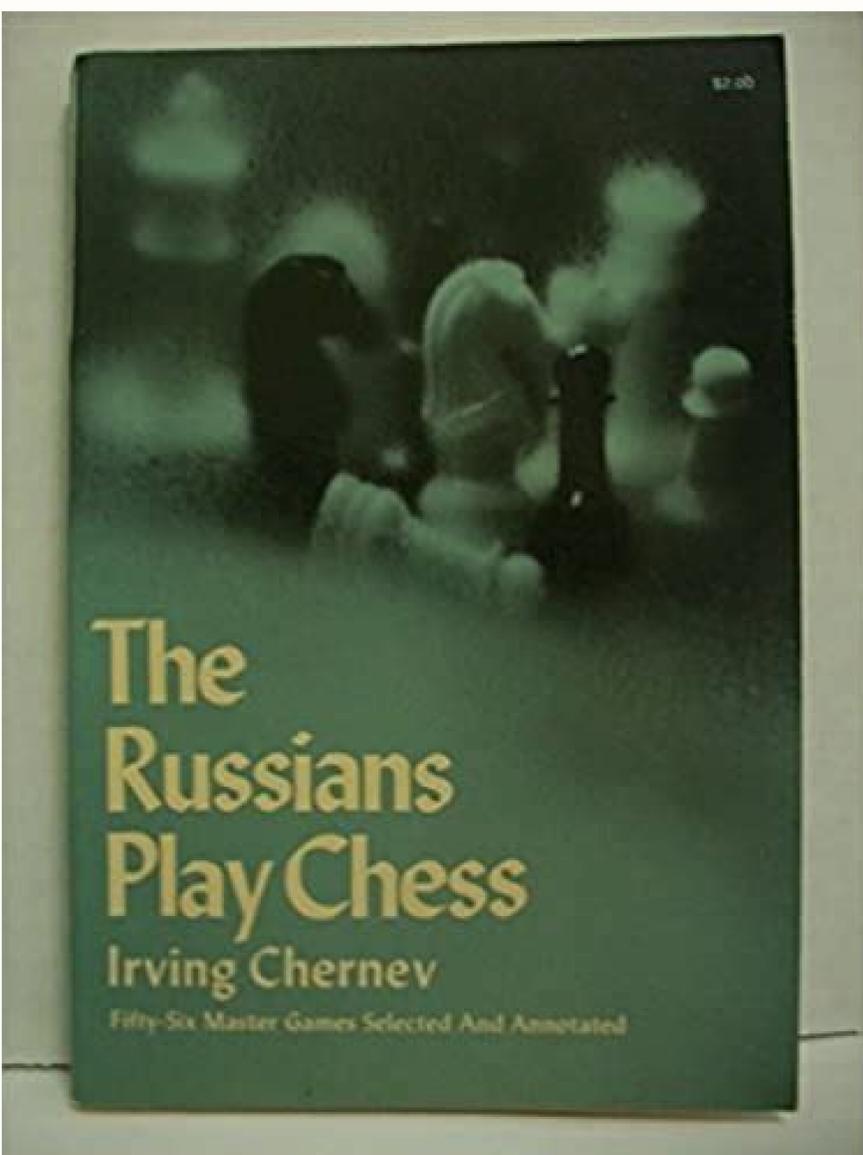
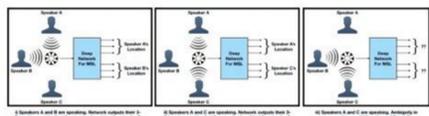
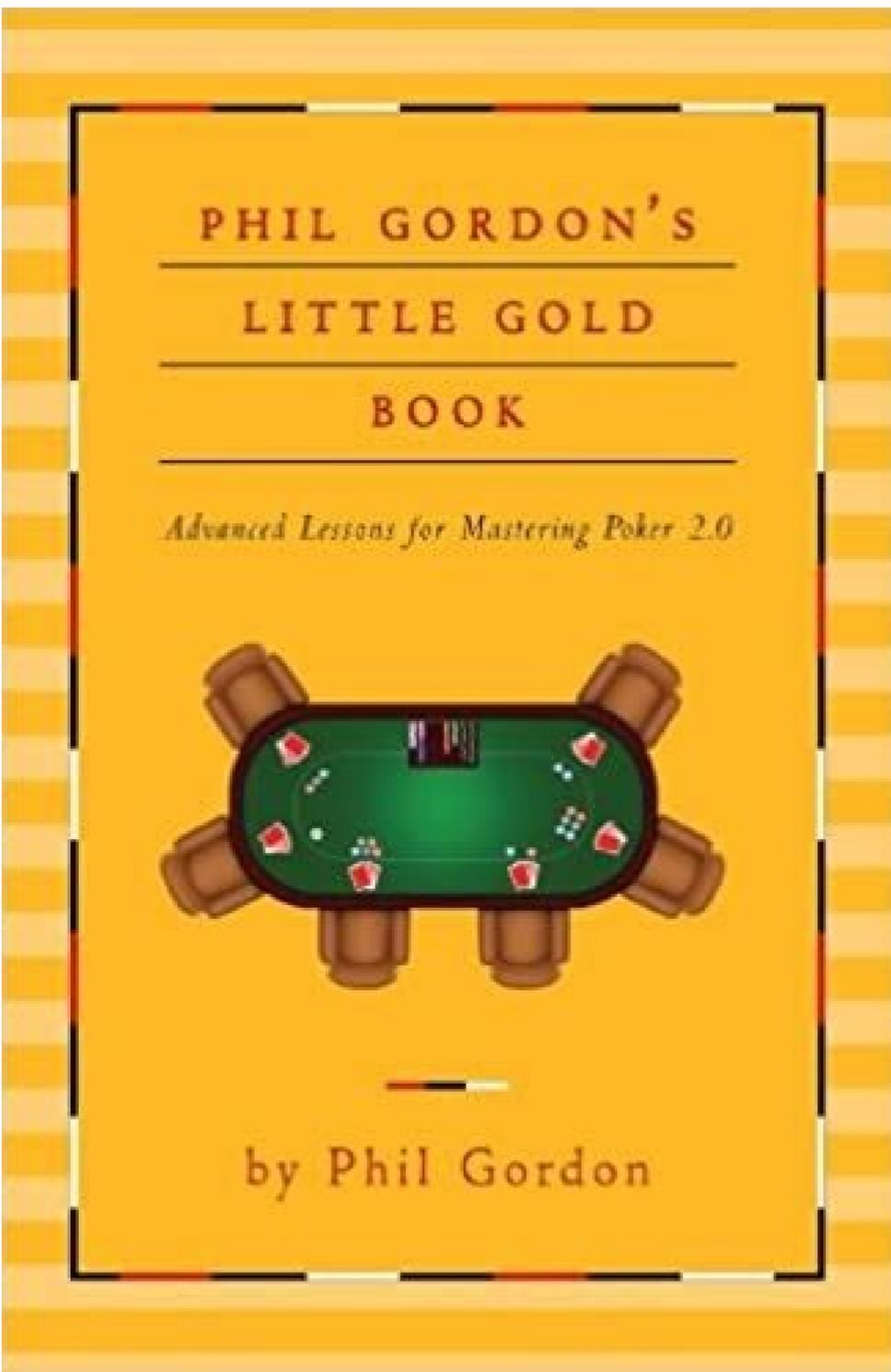
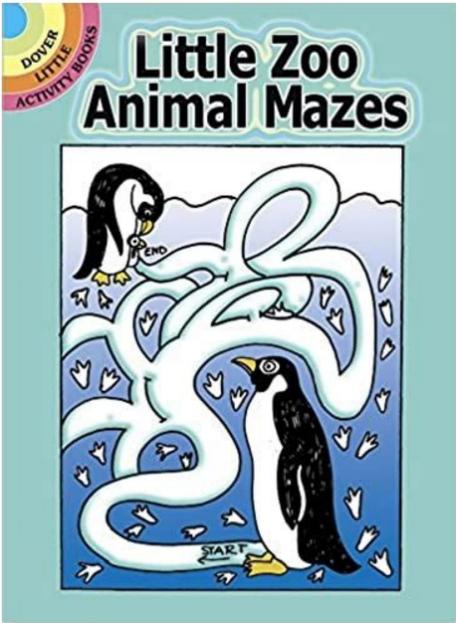


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Learning styles can be measured using learning style inventories. (2013). Differentiated Instruction and Students with Learning Disabilities. Differentiation of content refers to a change in the material being learned by a student. 25-26). Compacting Readiness Compacting is the process of adjusting instruction to account for prior student mastery of learning objectives. Integrating differentiated instruction & understanding by design: Connecting content and kids. Differentiation in practice: A resource guide for differentiating curriculum, grades. Toward improved inclusion practices: A program evaluation of differentiated instruction in three sixth-grade classes. The Effect of Differentiated Instruction Strategy on Developing Ninth Graders' English Reading Comprehension Skills at Gaza UNRWA Schools. Sometimes students are placed in groups based on readiness, other times they are placed based on interest and/or learning profile. 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With support from the teacher, the student determines how the research will be conducted and how the information will be presented to the class. Finally, a student's learning profile includes learning style (i.e., a visual, auditory, tactile, or kinesthetic learner), grouping preferences (i.e., individual, small group, or large group), and environmental preferences (i.e., lots of space or a quiet area to work). Differentiated instruction, also called differentiation, is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. A Suggested Program Based on Picture Reading Strategy to Improve English Reading Comprehension Skills among Seventh Graders in Palestine. 20130000024012 Haboush, Z. Reading comprehension and reading strategies. The Effectiveness of Using Interactive Digital Videos on Developing Sixth Graders' English Reading Skills and Vocabulary learning and Retention. System, 31(3), 313-330.00045-9(03 El Khateeb, E. When older students can't read. Interest Groups: For a book report, students can work in interest groups with other students who want to read the same book. Benjamin, A. The chart below offers a variety of strategies that can be used. The Effectiveness of Using a Program Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills. (2004). For example, the student might decide to write a paper and present a poster to the class. Leading and managing a differentiated classroom. Peer-assisted learning strategies: Promoting word recognition, fluency, and reading comprehension in young children. Mapping a route toward differentiated instruction. Language learning, 53(S1), 3-32. Ehrman, M. (2006). Valiande, S., & Koutselini, M. Compacting involves a three-step process: (assess the student to determine his/her level of knowledge on the material to be studied and determine what he/she still needs to master; create plans for what the student needs to know, and excuse the student from studying what he/she already knows; and create plans for freed-up time to be spent in enriched or accelerated study. This strategy: allows students to work at an appropriate pace; can target learning styles; and helps students work independently, learn planning skills, and eliminate unnecessary skill practice. Flexible Grouping* Readiness Interest Learning Profile Students work as part of many different groups depending on the task and/or content. Tiered Assignments Readiness Tiered assignments are designed to instruct students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. D. This can include interests relevant to the content area as well as outside interests of the student. The Education Digest, 72(1), 57-59. Choice boards can be organized so that students are required to choose options that focus on several different skills. Chen, S., & Herron, S. Equate-to-differentiate approach: An application in binary choice under uncertainty. This strategy allows students to work with a wide variety of peers and keeps them from being labeled as advanced or struggling. Differentiated instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies. Baecher, L. How to differentiate instruction in mixed-ability classrooms(2nd ed.). Groups can either be assigned by the teacher or chosen by the students. (2009). (2017). Central European Journal of Operations Research, 12(3), 269-294. Students can choose one or several activities to complete as they learn a skill or develop a product. A (2013). Li, S. [Master's thesis, Islamic university-Gaza] . Available at In 4th Hellenic Observatory PhD Symposium (pp. Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Hall, Strangman, & Meyer, 2003). Before beginning instruction, teachers should do three things: Use diagnostic assessments to determine student readiness. * More information about grouping strategies can be found in Strategies to Improve Access to the General Education Curriculum. Learning Contracts Readiness Learning Profile Learning contracts begin with an agreement between the teacher and the student. Differentiating Instruction and Assessment for English Language Learners: A Guide for K 12 Teachers. After students read Romeo and Juliet, they are given a choice board that contains a list of possible activities for each of the following learning styles: visual, auditory, kinesthetic, and tactile. Levy, H. I. 1-23 Dörnyei, Z. (2013). Determine student interest. The Impact of Using WebQuests on the Palestinian Seventh Graders' English Reading Comprehension Skills and their Attitudes towards WebQuest. International Journal of Art & Design Education, 32(2), 243-255. Cheung, A. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness. E. Leaver, B. Souleles, N. M. Interest refers to topics that the student may want to explore or that will motivate the student. Creative Education, 10(3), 535-554. Moats, L. TESOL quarterly: a journal for teachers of English to speakers of other languages and of standard English as a second dialect, 46(2), 425-427. Teachers incorporate different instructional strategies based on the assessed needs of their students. Teachers can differentiate content, process, and/or product for students (Tomlinson, 1999). Educational Leadership, 58(6), 36-41. Murley, R. For example, if the classroom objective is for all students to subtract using renaming, some of the students may learn to subtract two-digit numbers, while others may learn to subtract larger numbers in the context of word problems. Choice Boards Readiness Interest Learning Profile Choice boards are organizers that contain a variety of activities. (2003). E. Classroom strategies and tools for differentiating instruction in the ESL classroom MinneTESOL/WITESOL Journal. . Baier, R. Silva, M., & Cain, K. Students must complete two activities from the board and must choose these activities from two different learning styles. Knowles, L. Students can be assigned purposefully to a group or assigned randomly. (2012). The results of the assessment could then be used to drive further instruction. B. The teacher may assign groups based on readiness for phonics instruction, while allowing other students to choose their own groups for book reports, based on the book topic. The Effect of a Computerized Program on Developing 9th Graders' Reading Comprehension Skills and their Attitudes towards Reading in Palestine. Teachers can also get information about student learning styles by asking students how they learn best and by observing student activities. Differentiation strategies applied to reading can be designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction. For example, a student might need to be free from distraction or have extra lighting while he or she works. [Master's thesis, University of Wisconsin-Stout, Menomonee, United States of America], A., & Imbeau, M. Going against the grain: Should differentiated instruction be a normal component of professional development. L., & Oxford, R. Effectiveness of Using Scaffolding Strategy on Developing Seventh Graders' Reading Comprehension Skills. A. The Journal of Special Education, 39(1), 34-44. Ghorab, M. 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This can be done by using interest inventories and/or including students in the planning process. Teachers can give pre-tests, question students about their background knowledge, or use KWL charts (charts that ask students to identify what they already know, what they want to know, and what they have learned about a topic). Application and evaluation of differentiation instruction in mixed ability classrooms. International Journal of Technology in Teaching and Learning, 10(1), 14-34. A., & Strickland, C. Y. H. R (2012). Gibson, L. Center for research and reform in education. Dahliman, A., Hoffman, P., & Brauhn, S. (2011). Farrell, T. Students with advanced comprehension skills are asked to re-tell a story from the point of view of the main character. Allowing students to choose a topic can be motivating to them.

2nd Grade Spelling Lists. This is your one-stop shop for a number of second grade spelling w for the classroom. Pair your second grade spelling words with over 40 learning games and activities, or choose from the available second grade vocabulary printable worksheets. Reinforce foundational skills, like phonics and word recognition, challenge your students with word ... Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.

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