

# Preparing Adults for College-Level Reading

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Presenter:

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# Multi-Level Classes

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Containing some students who:

- Are ready for college but for self-confidence
  - Are second-language learners
  - Have gaps in their education
  - Lack background knowledge
  - Have heavy family and work responsibilities that interfere with schoolwork
  - Don't read outside class
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# Differentiated instruction

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“...provides specific ways for each individual to learn as deeply as possible and as quickly as possible without assuming one student’s roadmap for learning is identical to anyone else’s.”

Carol Ann Tomlinson, *The Differentiated Classroom*

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# Not individualization

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- “All students need to understand the same essential principles and even use the same key skills.”

Carol Ann Tomlinson, *The Differentiated Classroom*

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# Four fundamental principles

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1. Teachers acknowledge, value, and build upon student differences.
  2. Teachers vary instructional strategies according to the differences in their students.
  3. Teachers are clear about learning goals for each lesson or unit.
  4. Assessment and instruction are inseparable.
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# How to differentiate?

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- By readiness
  - By interests
  - By learning profile
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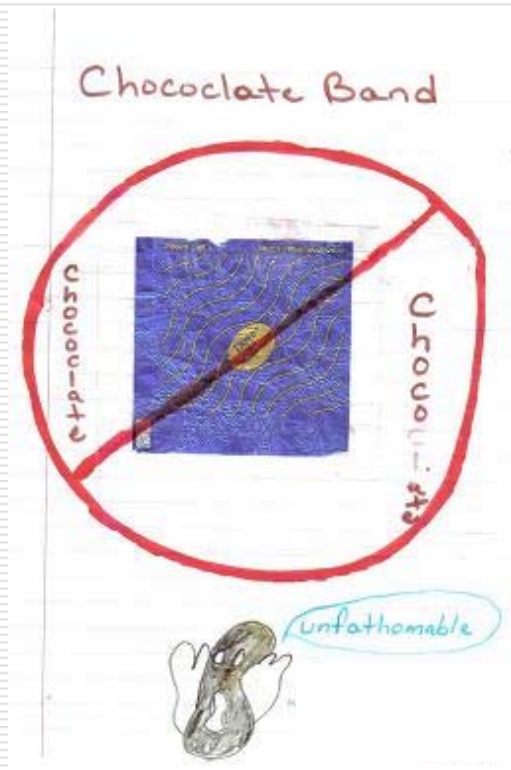
# What to differentiate?

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- Content: **what** knowledge, understanding and skills do we want our learners to gain?
  - Process: **by what means** will learners gain these?
  - Product: **in what way** will learners demonstrate their learning?
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# Word: "unfathomable"

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Chocolate banned

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# Tiered lessons

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- Basic: those who are just grasping what is being taught
  - Competent: those who can apply what is being taught
  - Advanced: those who can further explore what is being taught
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# From a teacher

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- “Tiered lessons seem to be exactly what happens in a multi-level ESOL class, but I’ve never heard the term tiered lesson before to describe what it is that we do in order to meet the needs of all the students. MI and DI takes me further, by making clear that all classes are ‘multi-level’ and by offering the mechanism for addressing that!”
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# A lesson on fiction as a genre

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## Learning objectives

At the end of this lesson, students will be able to:

1. Name at least 3 elements of fiction
  2. Describe at least 3 indicators of quality fiction
  3. From supplied reading, find examples of fiction elements and indicators of quality
  4. Write a brief paper on these examples
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# Activities

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- ❑ Short, simple reading all can understand (e.g., "My Name" from *The House on Mango Street* by Sandra Cisneros)
  - ❑ Whole-class discussion on elements of fiction, what makes this piece good
  - ❑ Put main points into a rubric
  - ❑ In small groups tiered by readiness, students look for examples in reading of different sections of rubric
  - ❑ Whole-class discussion of group examples
  - ❑ Writing assignments, tiered by readiness
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# Tiered Rubric (Basic)

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<b>1. Beginning, middle, end</b>	Strong beginning, clear middle, fitting end	Clear and well-ordered	Disorganized
<b>2. Details</b>	Many rich, vivid details that bring the writing to life	Some details but areas where more (or fewer) are needed	Few details or too many unnecessary ones
<b>3. Imagery</b>	Paints vivid pictures with words	Sometimes uses words to paint pictures	Few or no images shown

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# Tiered Rubric (Competent)

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<b>4. Reflects our own experience</b>	Tells experiences in a way we can understand	Experiences may be unclear, hard to understand	Experiences are completely unrecognizable
<b>5. Vocabulary</b>	Wide word choices, even some unusual ones	Good choice of vocabulary with some repetition	Uses the same words with little variation
<b>6. Emotional connection with reader</b>	Emotions are clear and reach out to reader	Emotions are described but not felt	No emotions shown

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# Tiered Rubric (Advanced)

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<b>7. Point of view</b>	Writer has strong, clear point of view	Point of view suggested but unclear	No apparent point of view
<b>8. Larger message, challenging</b>	Writing is organized around larger meaning	Larger meaning suggested but unclear	No apparent purpose for writing
Total score:	Circles X3	Circles X2	Circles x1

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# Your task

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- In groups of 4, choose a lesson that would lend itself to DI.
  - Write a brief description, including how you would differentiate it
  - Put your name on the email list if you would like copies of the lessons
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