

Differentiated Instruction



Reading Strategies for Specific Student Populations

Which Students	What to Do
All levels of readers	Front-load instruction. Plan to spend as much as 65% of your time preteaching and building background.
	Model good reading techniques through “think alouds” to let students get a sense of how good readers think as they read. Read aloud, stopping at key points to explain to the class your mental processing of the ideas in the text.
	Preview the text. Point out headings, captions, and graphics that provide clues to meaning.
	Select essential high-use academic words found in the passage and explicitly teach their meanings.
	Have students mark the text as they read, underlining important facts. Discourage over-marking.
Less Proficient Readers	Assess students’ prior knowledge.
	Allow students to make a science glossary as new words are introduced.
	Use graphic organizers, charts, and concept maps to assist students in focusing on critical concepts.
	Read aloud to students from time to time, modeling good reading.
	Directly teach vocabulary using strategies that take students beyond simple memorization.
	Allow students to listen to the audio recordings of the texts.
ELL students	Give ELL students a sneak preview of what’s coming up. Focus on vocabulary building using visuals, and find out what students already know so you can use their prior knowledge as a springboard for instruction.
	Develop concepts using graphic organizers.
	Structure group discussions so that all students are encouraged to speak.
	Pose questions that require complete answers to encourage higher-order thinking.
	Be sure to have ELL students practice writing skills as well as reading skills, as many transitional students can be weak in writing.
	Watch for nonverbal signs that may signify lack of understanding. Provide individual attention or assign students to work with a partner at the same level or a higher level.
	Incorporate new vocabulary words into daily instruction and model the use of them. These should include science words as well as other academic words. Word walls are a great technique for vocabulary building because they can stay posted for a long time.
Advanced Readers	Compact your instruction; that is, use a system that allows students who show mastery to spend more time on extension activities and independent learning.