






**Figure 7.17** Hilder Road State School Differentiation Ladder

TEACHER/CLASS: Grade 2      SUBJECT: Reading—End Term 3 2017

<p>Billy Blogs Level 30</p>	 <ul style="list-style-type: none"> <li>• Significant Extension Required</li> </ul>	<p><b><i>Children operating within 12 months or more above expectation . . .</i></b></p> <ul style="list-style-type: none"> <li>• Extend literacy language</li> <li>• Focus on comprehension activities—Elle Cameron</li> <li>• Determine differentiated reading groups</li> <li>• Set individual reading goals</li> <li>• Focus on inference as comprehension skill needed</li> <li>• Word work—focuses on comprehension</li> <li>• Assess using <i>Words Their Way</i> next term</li> <li>• Extend vocab knowledge and inferencing</li> <li>• Charlie: needs a wider range of text topics to read (always picks the same subject matter to read about)</li> </ul>
<p>Sarah Smith Level 27  Bob Down Level 26</p>	 <ul style="list-style-type: none"> <li>• Some Extension Required</li> </ul>	<p><b><i>Children operating within 6 months above expectation . . .</i></b></p> <ul style="list-style-type: none"> <li>• Extend literacy language</li> <li>• Focus on several comprehension activities, such as retell, relate, reflect (Chapter 5) along with Sheena Crothers</li> <li>• Determine differentiated reading groups</li> <li>• Set individual reading goals</li> <li>• Wayne: stutters/anxiety, difficulty formulating answers. Working with school speech pathologist</li> <li>• More work on Level 26—work attack skills, reading strategies</li> <li>• Inferring comprehension skills for Levels 27 and 28</li> </ul>

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Tom Sayer Level 25 Tania Smith Level 24	 <ul style="list-style-type: none"><li>• Achieving Year Level Expectations</li></ul>	<b>Children operating at age-appropriate expectation . . .</b> <ul style="list-style-type: none"><li>• Completing grade-level concepts</li><li>• Focus on “fix-it-up” reading strategies</li><li>• Differentiate reading groups daily</li><li>• Set individual reading goals</li><li>• Use more scaffolding and anchor charts as visual prompts</li><li>• Tom: use <i>Leveled Literacy Intervention</i> Kit (Fountas &amp; Pinnel) 4 times per week 1/2 hr—build confidence</li><li>• Revision and repetition often</li><li>• Oliver: needs to think more about what task is in front of him</li><li>• Pat: needs to work on having a positive, resilient attitude—may need parent support</li><li>• Bill and Tim: consolidate reading strategies—ask for home support</li></ul>
	 <ul style="list-style-type: none"><li>• Some Support Needed</li></ul>	<b>Children operating within 6 months below expectation. . .</b> <p>No children operating on this level</p>
Fred Jones Level 3 Freda Jones Level 5	 <ul style="list-style-type: none"><li>• Intensive Support Required</li></ul>	<b>Children operating within 12 months or more below expectation . . .</b> <ul style="list-style-type: none"><li>• Differentiate reading material at their instructional text level</li><li>• Set individual reading goals</li><li>• Provide explicit teaching in small groups</li><li>• Teaching Assistant practices blends, sight words, daily writing</li><li>• Both on <i>Leveled Literacy Intervention</i> Kit (Fountas &amp; Pinnel) 4 times per week; provide visual prompts for fix-up reading strategies</li></ul>

		<ul style="list-style-type: none"><li>• Parent support to practice blends, sight words</li><li>• Continue to offer learning activities that include physical movement and tactical experiences</li><li>• Work on expanding vocabulary, alphabet consolidation</li></ul>
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