



Differentiated Instruction - Resource

One model for considering differentiated instruction is as follows:

	<u>Literacy</u>	<u>Numeracy</u>
CONTENT	Levelled reading texts Spelling lists Varied vocabulary – lesson reflection	Same game with range of numbers or operations Ability groups working on different content from the continuum
PROCESS	Range of questions while reading text to whole class – Here Hidden Head Budding reading	Concrete – pictorial – abstract activities eg. Generally all students will be able to access concrete and pictorial experiences. Differentiation is necessary for abstract work with numbers.
PRODUCTS – explicit quality criteria/success criteria	Length of writing exercise Mix of compulsory and optional criteria Blooms taxonomy	Thinkboards Written explanations of maths concept
LEARNING ENVIRONMENT	Mixed ability groups Paired work Using choice – students can select material/process at their level Use my example or one of your own Developing routines that allow students to access support independently	

DEC Numeracy Continuum (K-6)

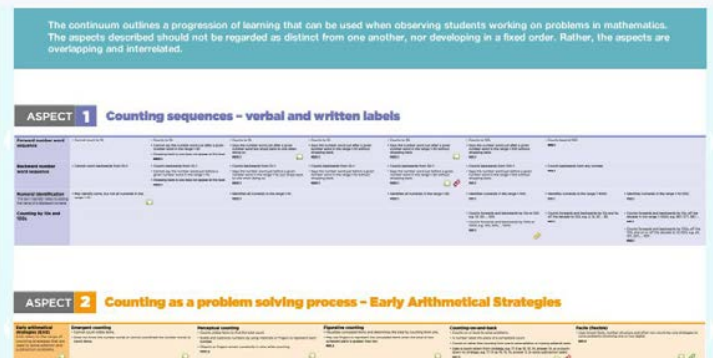
This continuum defines eight aspects of literacy found in the research to be critical to successful literacy acquisition.

It describes the development typically expected of most students in seven aspects :

- Counting sequences
- Counting as a problem solving process
- Pattern and number structure
- Place value
- Multiplication and Division
- Fraction units
- Unit structure of length, area and volume

[Link to Intranet continuum site](#)

THE NUMERACY CONTINUUM CHART



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DEC Literacy Continuum (K-6)

NB: This draft continuum will be revised and extended to Year 10.

This continuum defines eight aspects of literacy found in the research to be critical to successful literacy acquisition.

It describes the development typically expected of most students in the eight aspects :

- Reading texts
- Comprehension
- Vocabulary knowledge
- Aspects of writing
- Aspects of speaking
- Phonics
- Phonemic awareness
- Concepts about print

[Interactive version](#) further info in downloads for each cluster

The table 'Literacy continuum (K-6)' is organized into eight horizontal bands, each representing a different aspect of literacy. The aspects are: 1. Reading texts (yellow), 2. Comprehension (orange), 3. Vocabulary knowledge (green), 4. Aspects of writing (light green), 5. Aspects of speaking (light blue), 6. Phonics (blue), 7. Phonemic awareness (purple), and 8. Concepts about print (pink). Each band contains a grid of text boxes detailing the expected development for each year from Kindergarten to Year 6.

What is Differentiated Instruction?

Reading Rockets website – produced by WETA a leading public broadcaster in USA

The screenshot shows the Reading Rockets website interface. At the top, it says 'Celebrating 10 Years of Launching Young Readers' and 'READING rockets Teaching kids to read and helping those who struggle'. The main article is titled 'What is Differentiated Instruction?' by Carol Ann Tomlinson. The article text states: 'Differentiation means tailoring instruction to meet individual needs, whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.' Below the article, there are sections for 'RELATED RESOURCES' and 'Follow Reading Rockets' with social media icons.

DEC – Curriculum differentiation – Gifted and talented students

Definitions, explanations and unit samples of differentiating the curriculum are available in this support document. A comprehensive reference and resource list is also supplied to further develop a shared understanding of this flexible approach to the education of gifted students. See Blooms on page 16

The image shows the cover of a document titled 'Policy and implementation strategies for the education of gifted and talented students'. It is revised from 2004 and focuses on 'Curriculum differentiation'. The cover features a stylized graphic of a person jumping or running towards stars, with the text 'Gifted and Talented' written vertically.

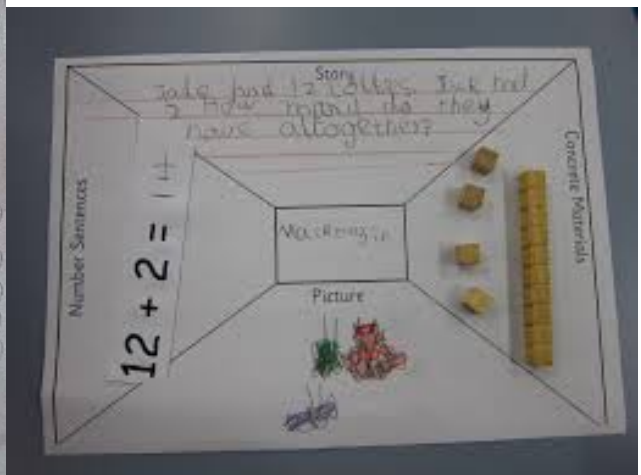
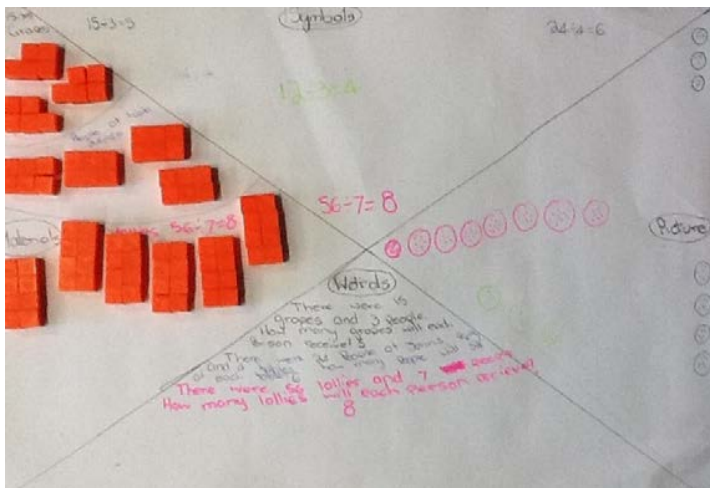
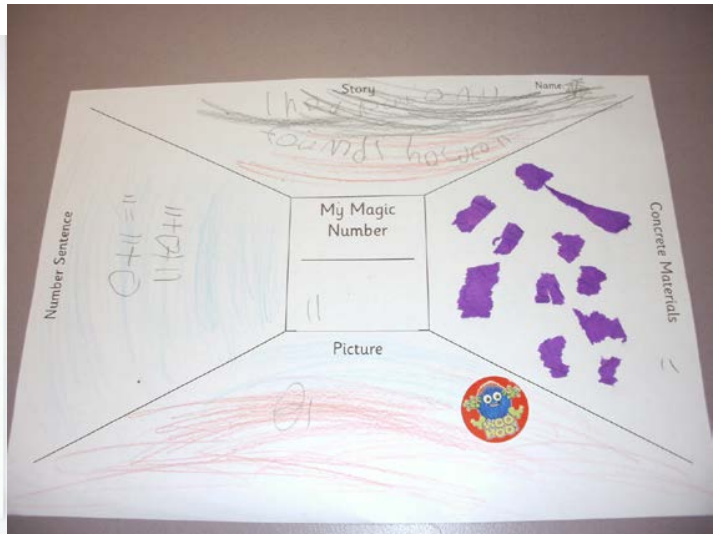
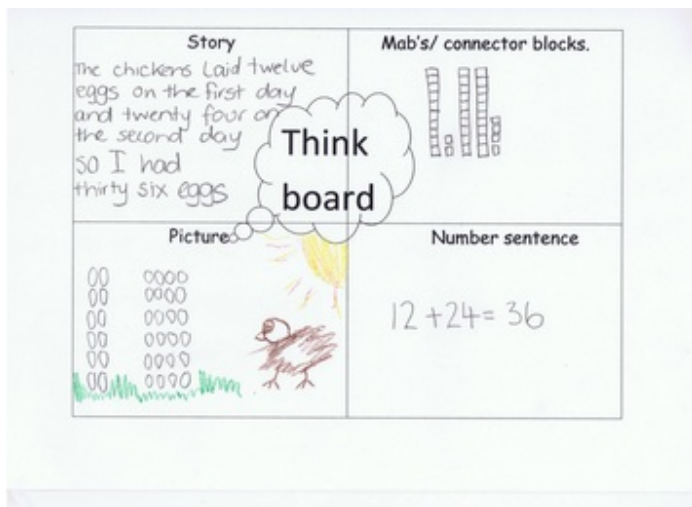


DEC Gifted Education Professional Development Package – Differentiation

Professional learning modules produced by the Australian Government – Department of Education, Employment and Workplace Relations



Think Boards – Differentiate by varying the amount of information provided. Some student may only be given either a number sentence or a word based question. Other students may be given 3 parts already completed in order to provide additional support for them to complete the final section.



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[The School Magazine](#)

The School Magazine has been published by the NSW Department of Education since 1916 and is currently part of the NSW Curriculum and Learning Innovation Centre within the Department of Education and Communities.

Countdown Yr 3
Blastoff Yr 4
Orbit Yr 5
Touchdown Yr 6



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