



Skill-Based Differentiated Instruction

The purpose of a skill-based small group is to provide differentiated instruction to students based on common instructional needs.

Standard: Skill based instruction will focus on Reading Foundation standards. It is helpful to view the unwrapped standard to narrow the focus of instruction to a specific skill.

Objective: The specific skill identified from the unwrapped standard becomes your objective (the “what” of that day’s lesson) and is typically written in the form of “Students will be able to....”

Explicit Instruction: Explicit instruction is effective, meaningful direct teaching (the “how” of the lesson).

Review: Remind students of the previous day’s or week’s focus skill.

State learning objective: Communicate the purpose of the lesson to students. This tells students what they will be learning so that they know what to pay attention to and what will be expected of them (Frey and Fischer, Rigorous Reading).

Teach: Decide what method will be most effective in teaching the skill to the students. For example, demonstration, think aloud, or model.

Practice: Provide guided practice on the focus skill. If utilizing Explicit Phonics, students complete the word set.

Apply to Text: Students apply the skill within connected text, often referred to as “decodable text.” Review or teach high frequency words students will encounter in the text. Determine the method of reading (choral, partner, individual) based on the level of support needed.

Writing: Dictate words or sentences (depending on ability) containing the focus skill.

Closure/Assessment: Refer back to the learning objective. Determine if students can demonstrate mastery of the skill.

Skill-Based Lesson Plan

Standard: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding

Objective: SWBAT decode short a cvc words

Explicit Instruction

Review: “Yesterday, we learned how to decode short i words. Remember short i makes the /i/ sound like in the word, “sip.” **State learning objective:** “Today we will be learning how to decode words with the short a sound so we can read words.”

Teach: sound spelling: short a “A makes the /a/ sound. What sound does “a” make? Tell your shoulder partner what sound short a makes.

Model how to decode the first two words of twelve word set using explicit phonics. (man, fat)

Practice

Students complete remaining ten words using explicit phonics. Utilize error correction procedures if necessary. (hit, can, nip, gap, tin, tan, mit, mat, sand, pan)

Apply to Text

High frequency words: and, for, in (say it, spell it, say it)

Decodable text: Nan and Pap (choral read p. 3-4, partner read p. 5-10.

Writing

Written dictation: The big fat cat hid by his tin.

Closure/Assessment:

What sound did we learn today? Rally Robin words that have the short a sound.

- All components may not be addressed in one lesson, but all components should be addressed within the week’s lesson.

Skill-Based Lesson Plan

Standard:

Objective:

Explicit Instruction

Review:

State learning objective:

Teach:

Practice

Apply to Text

High frequency words:

Decodable text:

Writing

Written dictation:

Closure/Assessment: