Author Vicki Gibson defines differentiating instruction as teaching differently, changing both “how we teach” and “what we teach.” Vicki suggests that, “The first step in this process is to change the way we teach by using whole-class and small-group instruction.” Macmillan/McGraw-Hill’s Treasures program gives teachers both the tools and guidance to make Differentiated Instruction a reality in their classroom.

The “what we teach” of the Treasures program are the tested objectives of the program—vocabulary, skills and strategies—the core of instruction. Treasures has a clear plan for “how we teach” through whole-group and small-group instruction. The instructional approach in Treasures is a gradual release model that gives students the support they need to learn new concepts and skills.

All students receive quality instruction during whole-class participation. But, because it is probable that not all students are on the same level at the same time, Treasures also provides differentiation options for every tested skill and strategy—small-group instructional options for students at varying skill levels. Differentiated Instruction options in the Treasures program address students “on the level,” “approaching the level,” and “beyond the level.” Treasures also includes support for English Learners.

Differentiated Instruction is evident at every grade level of the Treasures program. It can be found in the lesson plans, instructional choices, and ancillary components, including leveled materials. Consider the following:

- Instructional Planning
- Classroom Management
- Whole-Group Instruction
- Monitoring Student Progress
- Small-Group Instruction

**Instructional Planning**

On the first page of each lesson plan, Week At a Glance gives an overview of the “what and how” of instruction. Here, the tested skill and strategies, those critical objectives for students at their grade level, are listed. The Week At a Glance also identifies times for whole- and small-group instruction.
Sample Week At a Glance

This section also identifies technology and digital Teacher Tools that can help teachers plan and organize Differentiated Instruction. Other teacher support materials include the online Teacher’s Edition, where teachers can link to video clips of master teachers using the key Treasures instructional routines and techniques, including small-group instruction.

The Suggested Lesson Planner also provides information for planning differentiated instruction.
Differentiated Instruction in Treasures

This planner contains weekly and daily plans that consider pacing as well as content and that clearly identify tested skills and appropriate instructional strategies. It includes daily plans for both whole-group and small-group instruction.

Instruction addresses the following strands: Oral Language, Word Study, Reading, Language Arts, and Assessment which are paced throughout the week in a whole-group setting. The assessment strand includes Quick Checks which help teachers address questions such as “What if students failed to master or excelled at the tested objectives? What do I do next?” The answer to these questions is small-group instruction, and to assist teachers in planning for small groups, Treasures provides Suggested Lesson Plans for Small Groups. These plans support differentiated instruction for all the tested objectives for all levels of students: Approaching Level, On Level, Beyond Level, and English Learners.

The Suggested Lesson Plan for Small Groups includes instructional options for every skill, every group, everyday. It also includes suggestions and guidelines for managing these small-group lessons.
Classroom Management

While small-group instruction is ideal for student learning, it challenges teachers to find creative and productive ways to manage the rest of the class while they are working with a single group. The Treasures program provides classroom management options and materials to help teachers meet this challenge.

Sample Classroom Management Suggestions

There are weekly contracts, rotation charts, and a how-to manual for small-group management—tools to help teachers organize and communicate plans for student work. Small-groups may involve collaborative, independent, or partner work. Student tasks are also varied. They may involve activities or projects, address a previously-taught skill, or involve a written assignment. To address the various types of groups and group work, Treasures provides a variety of tools: technology resources, Classroom Library suggestions, Leveled Practice Resources, ready-made Workstation Flip Charts, and more.

Treasures Workstation Flip Charts are convenient and easy to use for both teachers and students. Suggested workstations activities reinforce the skills and cross-curricular learning. These convenient small-group tasks involve students in meaningful practice and extensions of the tested concepts. Each of the four workstation books—Reading, Word Study, Writing, and Science/Social Studies—has two activities per chart, and each activity has an extension for early finishers.
The Skill-Based Practice Readers are an exciting Treasures component for small-group instruction. There are leveled readers for the different student skill levels: On Level, Approaching Level, Beyond Level, and English Learners. These Treasures readers contain the themes, vocabulary, and comprehension skills that support the lesson plans. For English Learners, there is also an On Level Practice Reader, sheltered for use with English Learners. And each of the Practice Readers has activities in the back the book.
Forty percent of the leveled Practice Readers are fiction and sixty percent are nonfiction. During fiction weeks, all four readers have different selections and titles, but during nonfiction weeks, they have the same title with content written at different levels. Each reader specifically addresses science and history/social science standards. So, teachers can address reading and content standards all at the same time!

To further support individualized instruction, reading levels, including lexiles, are printed on the back of each Practice Reader. And when additional leveled readers are needed, teachers can log on to the Leveled Reader database and search for titles by reading level, content area, skill, or genre. This database gives teachers access to every leveled reader in the Macmillan library.

There are also Leveled Practice books that directly support instruction. There are separate Student Practice Books and Reproducibles for On level, Approaching, and Beyond Level students. And for English Learners, the English Learner Resource Book is a helpful tool.

Hands-on learning is important for most students, and small-groups offer a way to provide tactile learning and practice experiences. Hands-on materials, such as the sound-spelling workboards, word cards, and the write-on/wipe-off boards, are coordinated with Treasures lessons and provide ready-made tools for student use. There are also visual vocabulary resources with bilingual scripts for each lesson.
In addition to all the leveled materials, teachers can provide additional learning support with Dinah Zikes foldables and Digital Learning resources that include the Listening Library, Fluency Solutions Audio CD, and other instructional activities.

_Treasures_ Teacher Editions guide and support teachers as they differentiate instruction. These books provide a variety of instructional options that are visually easy to locate: whole-group lessons are on white pages and small-group lessons are on yellow pages.

**Whole-Group Instruction**

In the _Treasures_ program, whole-group instruction precedes and informs small-group instruction. Whole-group instruction introduces tested skills and lets teachers identify areas of students’ weakness. It is scaffolded—progressing from easier to more complex content. During this introductory period, skills and strategies are modeled for students and practice of students’ weakness. It is scaffolded—progressing from easier to more complex content. It is also extended—building from lessons to whole-group instruction. This provides students opportunities to learn before they take on independent practice or activities.

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**Sample Skill Instruction Pages**

While the scaffolded, gradual release model of instruction in _Treasures_ offers students extensive opportunities for success, some students may need more instruction, while others may need a different approach to learning. Small-group instruction based on the teacher’s analysis and evaluation of students’ skill levels can meet these needs.
Monitoring Student Progress

In an ideal classroom the teacher is constantly involved in monitoring student progress—before, during, and after instruction. To differentiate instruction, the teacher selects small-group instruction or leveled materials by using data, assessments, and classroom observations. *Treasures* has a key component to help teachers with that selection—the Quick Check.

**Quick Check**

**Can students draw conclusions?**

**During Small Group Instruction**

- If No → **Approaching Level** Reteach the skill and have students apply it to a simpler text. Use Practice Reader lesson, pp. 503P–503R.
- If Yes → **On Level** Have students apply the skill to a new text to consolidate learning. Use Practice Reader lesson, pp. 503W–503X.
- **Beyond Level** Have students apply the skill to a more complex text to extend learning. Use Practice Reader lesson pp. 503AA–503BB.

*Sample Quick Check from a Grade 4 Comprehension Lesson*

Quick Checks are identified throughout each lesson plan. They identify the tested objectives that are important to the lesson and important for future assessment. During instruction for any tested skill, teachers should observe student responses, both verbal and written, to determine whether or not students achieve mastery. Some questions to consider: Have students approached the level of the skill but not mastered it? Have students reached level with the skill but could consolidate their learning with more practice? Are students beyond level and ready to extend their learning? For each category there is a plan for small-group instruction.

The *Treasures* Teacher’s Editions include instruction suggestions for all levels of learners with page number references for small-group instruction. In small-group instruction, there are opportunities to reteach, practice or extend student learning, differentiating instruction for all levels of students.
**Small-Group Instruction**

Each day’s instruction includes a plan for teaching students the tested skills and within that plan is another—a small group plan for meeting the different learning needs of students. Through classroom observation and the Quick Checks, teachers identify the students’ needs and make appropriate small-group assignments. Teachers should be strategic and flexible in creating these groups, assigning to students instruction that is right for them at the current time: On Level, Approaching Level, Beyond Level, and English Learner support.

**Sample Suggested Lesson Plan for Small Groups**

One of the resources for small-group instruction is the Practice Reader. Every week there are four readers, and each reader has the same theme, vocabulary, comprehension skill, and even the same graphic organizer.

On Level students are reaching the desired benchmarks for instruction at their grade level. In the On Level plan, learners are reviewing and practicing their tested skills. They also are using the Practice Readers to consolidate learning of the tested skills. There are two lessons for each On Level Practice Reader. In both lessons, students read to apply strategies and skills. But in lesson two, students also reread to develop fluency. Students can use a reproducible fluency pages as they listen to the check-practice-speed version of the passage found on the Fluency Solutions Audio CD.
Sample On Level Instruction Plan

For students who need reteaching or more instruction, the Approaching Level plan offers daily instruction in the tested skills. In addition to the two lessons per Practice Reader, the Approaching level has an additional lesson. This lesson focuses on fluency and encourages rereading again for fluency and skill development. A reproducible fluency page is also available for On Level students.

Sample Approaching Level Instruction Plan
For advanced students, the Beyond Level plan provides extensions to enrich learning and to accelerate overall skill mastery. Beyond Level Readers also have 2 lessons and a fluency page. These students also can check their fluency by using the expert speed version, found on the Fluency Solutions Audio CD.
development, grammar, writing and spelling. The small-group lessons for English Learners parallel the content of the mainstream lesson. Every English Learner lesson focuses on developing universal access for all students, including students at varying levels of proficiency.

Sample Preparing English Learners to Read

In the small-group lessons for the English Learners Practice Reader, students are actively involved before, during, and after reading, and each step of this plan engages English Learners in language. They whisper read, echo read, and choral read. They retell, state main ideas, explain, respond, and write.
Differentiated Instruction in Treasures

Sample Before, During, and After Reading for English Learners

Lessons for English Learners contain numerous tools, such as the English Learners Practice Reader, the English Learner Resource Book for practice, the Visual Vocabulary Resources with instructional dialogues, and the interactive-question response guides. Throughout, you will find helpful information in the margins of your Teacher's Edition, including special notes for newcomers, skill support, and corrective feedback.

English Learner instruction and materials in Treasures are integral to each lesson, making sure that English Learners, like all other students, have the experiences needed to build language as they learn to read.