

ACCOMMODATING STUDENTS' NEEDS

Differentiated and Value-Added Instruction

The aim of differentiated and value-added instruction is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, differentiation involves offering several different learning experiences in response to each student's varied needs. Using *Focus on Ohio Standards*, classroom teachers are able to differentiate with leveled text experiences. The text is differentiated by reading ability; therefore, students are engaged with text at their individual reading level. By offering three levels of text for every title, *Focus on Ohio Standards* provides students with the ability to easily move up or down a level based on current mastery.

Below Level

Below level titles are written approximately one reading level below the intended grade level. The books cover the main ideas and important details suggested by Ohio's Benchmarks and Grade-Level Indicators. Sentences are shorter and easier to read. The concept load is lighter, yet **all important content vocabulary is taught**. A great start for struggling readers as well as ESL and special needs students.

On Level

These versions are written at grade level. The books cover the important Benchmarks and Grade-Level Indicators and provide more details and information related to the main ideas. Sentences are more complex and vocabulary is appropriate to the grade level.

Above Level

Above level books are written approximately one reading level above the intended grade level. The books delve deeper into the content expanding on the main ideas and supporting details. There is more text on each page with richer vocabulary for value-added instruction to help your highest achievers show growth.

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Response to Intervention (RTI)

Response to Intervention aims to prevent unnecessary assignment to special education. With RTI, low-performing children are offered individualized academic intervention. The classroom teacher must provide tier one interventions that are integrally connected to the core programs of the regular classroom.

Focus on Ohio Standards provide core content material that can be used as part of the Response to Intervention Model. The Benchmarks and Grade-Level Indicators are isolated and clearly labeled for each title. When students need more than the traditional text, *Focus on Ohio Standards* books serve as a means of intervention by providing direct reinforcement of specific Ohio standards.

ELL Instruction

The *Focus on Ohio Standards* books address the needs of English Language Learners by providing differentiated reading levels. In addition, students are able to write translations and additional definitions in their personal text. When the research-based strategies are used, language learning is strengthened as they gain background knowledge in science and social studies. The content embedded instruction provides opportunities for students to negotiate meaning, use gestures, read facial expressions, hear changes in intonation, and make references to the text while working with classmates.

Home Connection

Focus on Ohio Standards provides an invaluable library for classrooms—and also for homes. A *Focus on Ohio Standards* home library is an inexpensive way to involve parents with the content required of Ohio students. It is easy to partner with parents to help their children increase their content area knowledge.

Each title of *Focus on Ohio Standards* also includes a list of Web sites correlated to the content. These Web sites are great for student stations or independent work in the classroom. They are also a beneficial way to provide a link between school and home. By sending home the list of sites to explore, families can discover and learn together.