**Differentiating Reading Materials**

What is differentiation? According to Westman (2018), “Differentiation is traditionally defined as an approach to teaching in which educators actively plan for students’ differences so that all students can best learn” (p. xvi).

The Education Library collection includes fiction, non-fiction, and other reading materials for children and young adults that can help you in choosing differentiated learning resources that support students with varying reading interests, learning needs, and English-language proficiency.

One challenging—and exciting!—role for teachers and teacher librarians is to help students select reading materials based on both interest and ability. So, let’s try it! Choose one of the reader profiles and, as a group, select one of the books in the display to recommend for that reader. When you have selected the book, submit the title and your reason for choosing it.

Reference:

Westman, L., & Tomlinson, C. A. (2018). *Student-driven differentiation: 8 steps to harmonize learning in the classroom.* Thousand Oaks, California: Corwin.

**Reader 1:** Soo-mi

**Reader profile:**

* Age 7 (Grade 2)
* Soo-mi expresses great interest in books and enjoys class read alouds
* She has recently moved to Canada from Korea and has limited English proficiency. She is more fluent when speaking English than when reading.
* Soo-mi is not yet able to resolve difficulties with English-language texts independently, relying on the teacher for help when reading text.
* When reading, she relies on pictures to understand the text, and often tells the story in her own words, as opposed to reading the text on page.

Which book from the display would your group recommend for this reader? Why?

**Reader 2:** Taylor

**Reader Profile:**

* Age 11 (Grade 6)
* When given silent reading time, he frequently engages in “pretend reading.”
* Taylor has recently been diagnosed with ADHD and is working to develop self-regulation strategies to mitigate distractions.
* Taylor typically takes longer to read a book than his peers.
* His favourite subject is physical education, as he enjoys sports and frequent activity.

Which book from the display would your group recommend for this reader? Why?

**Reader 3:** Jamie

**Reader Profile:**

* Age 16 (Grade 11)
* Jamie has a high reading ability, as well as impressive writing skills.
* Jamie’s feedback from previous teachers describe their reading comprehension skills as above expectation and their written reading responses as thoughtful.
* Despite being a “good” reader and writer, Jamie’s current teacher has noticed that they often express disinterest during whole-class novel studies, and they frequently disengage when discussions about class novels are taking place.
* The teacher frequently finds Jamie drawing in the margins of notebooks and library books.

Which book from the display would your group recommend for this reader? Why?

Books to Pull:

[*I Walk With Vanessa*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9393276)by Kerascoet

[*The Love of Two Stars*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=3649580)by Janie Jaehyun Park

[*The Day You Begin*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9392298) by Jacqueline Woodson

[*The Name Jar*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=2613472) by Yangsook Choi

Chicken and Millipede by Winni Asara (bilingual Storybooks Canada book)

[*The Crossover*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=7891705) by Kwame Alexander

[*Faster, higher, smarter: Bright ideas that transformed sports*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8467405)by Simon Shapiro

[*Jay versus the saxophone of doom*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8814978)by Kara Kootstra

[*Ricky Ricotta's giant robot: An adventure novel*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=3986974) by Dav Pilkey

[*Maus: A Survivor’s Tale*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=3712490)by Art Spiegelman

[*Persepolis*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=2664306)by Marjane Satrapi – on course reserve?

[*Audacious*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=7285160) by Gabrielle Prendergast

[*Cut the lights*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=7285857) by Karen Krossing

[*Optimists die first*](http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=8868462) by Susin Nielsen

Add other, less relevant books to the display as well.