

Unit 1 • Module 2: Effective Instruction

Section 1

Slide 1—Title Slide

Welcome to the second module in the Overview of Schoolwide Intervention unit, Effective Instruction.

Slide 2—Schoolwide Intervention

This module is a continuation of the introductory module on schoolwide approaches to reading intervention. It will address adapting instruction for students with reading difficulties as well as increasing active involvement for all middle school students.

Many of you will be familiar with the practices we discuss, though not necessarily the terms we use. One of the purposes of this module is to give us a common language with which to describe the instructional practices discussed throughout the Academies.

Slide 3—Objectives

The objectives for this module are: to understand the components of mature reading and potential sources of reading difficulties; to identify instructional practices that foster student engagement through active involvement; to understand the need to adapt content area instruction for students with reading difficulties; and to apply a framework for scaffolding instruction.

Throughout this and every module, particular references will be made to the instructional needs of English language learners (ELLs). Not all ELLs can be considered “struggling readers” in the same sense that a student with a specific learning disability in reading might be. These differences will be pointed out as we move along.

Slide 4—Reading Difficulties at the Secondary Level: Potential Problems

At the middle school level, students’ problems often concern comprehension—understanding, remembering, and applying what they read.

Because skilled reading is based on so many components, there are several possible factors

that may account for a student’s comprehension difficulties. Many students who speak English as a second language or who live in communities with high levels of poverty have limited academic vocabularies. Their background knowledge is often different from those students who have read widely and traveled more extensively. Please note: Their experiences are *different*, not to be confused with *deficient*. It is important to connect with each student’s experiences in order to build his or her content knowledge and maintain high expectations for achievement.

Some students have problems with comprehension because they have not learned how to think about what they’re reading. They don’t implement strategies to learn from text. Often these students “read to be done” with an assignment, rather than reading purposefully, to gain information. Some students comprehend narrative text, like fiction, fairly well but struggle to understand more technical content area expository text, which can employ unfamiliar text structures.

Finally, some adolescents still struggle with foundational skills. This is often exhibited in their lack of effortless and accurate reading, or fluency, but might be symptomatic of their difficulties in word identification.

Slide 5—Development of Reading

Teachers should understand that even typically developing middle school readers may require instruction to support their continued development into mature readers of complex text.

The kinds of instruction discussed in this module are for the purposes of supporting students’ academic reading across the content areas.

Slide 6—Adapting Instruction

Adapting instruction means intentionally changing something about instruction so that all students have a greater chance to master important lesson objectives. A typical middle school class includes students who are weak readers, typically developing readers, and advanced readers. Although challenging, it is possible to structure learning opportunities to meet the diverse needs of each of these types of student.

Slide 7—Adapting Instruction: Why Do It?

A few reasons for adapting instruction include the following: More students are able to master key content area concepts and skills; students may become more motivated to participate and apply more effort, which can result in fewer behavior problems; students with reading difficulties become better readers of content area text.

Slide 8—Adaptation Framework

Please turn to **Handout 1: Adaptation Framework** and follow along as we learn about the adaptation framework.

Teachers have found this framework useful as they consider adapting their instruction. It illustrates four categories of adaptations for struggling learners.

Sometimes teachers adapt the actual content of the lesson—the skills and concepts that are the focus of teaching and learning. They may have different objectives for different students, or they may teach an extra lesson designed to prepare students to be successful on the actual unit objectives.

Teachers may adapt instructional activities, or the lessons used to teach and reinforce skills and concepts. They may also adapt materials used in the lessons. Finally, teachers may adapt how they deliver instruction. Delivery refers to the procedures and routines used to implement instructional activities.

In all four areas of this framework, teachers can collaborate and share their various resources, which can be particularly helpful when planning adaptations for ELLs.

The handout provides specific guidance for making adaptations to each dimension before, during, and after a lesson.

Section 2

Slide 9—Fostering Engagement

Adaptations are more successful when students become actively involved and engaged in their learning. Research has identified some practices that are particularly effective at fostering engagement.

Clear objectives, which means establishing what students should know and be able to do as a result of the lesson.

Real-world interactions, or providing opportunities for students to engage in activities such as hands-on, inquiry-based learning and problem-based learning.

An abundance of interesting texts, including trade books, other reading materials, and technology relevant to the middle school learner and appropriate to the learning objectives. These supplemental materials enrich lessons and reduce overreliance on textbooks.

Direct strategy instruction should also be provided to help struggling readers learn strategies for becoming more engaged and better able to comprehend complex texts.

Support for student choice means enabling students to experience a sense of control and decision making regarding their reading activities, such as choosing among selected materials. Adolescence is a time of exploring how to gain and handle independence. Creating opportunities for students to make their own choices, when appropriate, can facilitate this growth and encourage active participation in learning.

Collaboration support refers to students interacting with their peers to learn—in pairs, small teams, or larger groups. The groups you form should be flexible and change to suit student needs and instructional goals. Ongoing monitoring will provide data to guide your decisions about grouping.

Slide 10—Benefits of Grouping

Content area classrooms that promote active student involvement and collaborative learning for all students report higher student achievement.

ELL students participate in instructional discussion and use higher-order thinking skills when the class is organized in a way that encourages them to draw upon their knowledge of English, as well as their first language.

Keep in mind that students will have varying levels of language proficiency, so it is not appropriate to simply put all ELLs in one group. In addition, students need practice with and exposure to English—opportunities they may miss if working exclusively with nonnative speakers. ELLs should not be partnered with a student who can “translate” for them indefinitely. This may benefit recent immigrants, but students must eventually be immersed in English.

Slide 11—How to Actively Involve Students: Partner Responses

Handout 2: Active Involvement describes three effective techniques, some of which are used in this module: Think-Pair-Share, Tell-Help-Check, and Generate-Share. We will use these techniques repeatedly in the Academies, so continue to watch for examples in the upcoming modules.

Slide 12—Creating Ownership of the Routines

Please refer to **Handout 3: Creating Ownership of the Routines**.

Throughout this Academy, you will learn instructional routines that will help your students become more effective readers. Although some routines focus on your role, others are meant

to become part of your students' learning practices. Use the steps listed here to help students apply these routines independently.

Introduce the routine, teaching the steps and the name. Posting the name and steps in your classroom is a good way to reinforce the routine. Model the routine with a think-aloud, using the explicit instruction you will learn about on the next slide. Demonstrate for students how and why the routine is helpful. Provide meaningful practice opportunities—in the introductory lesson and over time. Guide students to evaluate how well they applied the routine and to reflect on how it affected their learning. Finally, lead students in a discussion of how the routine can be applied for reading tasks in other classes and even outside of school.

Section 3

Slide 13—Explicit Instruction: A Three-step Process

Making instruction visible and explicit, an essential feature of the *I Do* stage, helps students understand what they are supposed to learn and eventually achieve. Modeling and demonstration are two practices commonly used in this phase. Gradually, however, you will shift from telling students what to do to asking them, or from overt to covert use of instructional routines. Having students work with partners also facilitates this shift.

Slide 14—Phases of Scaffolding

The steps of explicit instruction fall along a continuum of assistance, or scaffolding. At the *I Do* end, teacher responsibility is greatest. The amount of student responsibility must be increased over time in order to make students more independent.

In the Model/Think-aloud phase, the teacher verbally processes the task. This is different from simply explaining the task and usually involves orally narrating a demonstration. During this phase, students should only observe the teacher so they can devote their full attention to understanding the processes.

In the Teacher-assisted phase, students either do the task in small steps at the same time as the teacher or are guided through each step in the strategy. During this phase, the teacher should use simplified language and break the task into shorter steps. Depending upon the difficulty of the task, it may be necessary to perform it several times using teacher assistance.

In the Peer-assisted phase, one partner practices small steps of the task while the other provides support (as in Tell-Help-Check or partner reading). The teacher continues to check on student performance and reteaches as necessary. Be sure to consider the proficiency levels of

ELLs in these latter phases. If students are not yet capable of speaking or writing English, provide different response options for them such as showing, pointing, illustrating, or role playing.

In the Independent-practice phase, students work individually, with partners, or in small groups to complete the task in larger steps. The teacher monitors students and provides instructional feedback.

In the Mastery-performance phase, students are able to complete the task entirely on their own without the teacher's aid or oral prompting. However, feedback is still provided.

Scaffolding is part of providing comprehensible input to students. The phases integrate speaking, listening, reading, and writing to support students' receptive and productive language skills.

Next you will watch a classroom video that shows this routine being implemented. Pay careful attention to the teacher's implementation of each phase of the *I/WE/YOU Do* process.

Video: Explicit Instruction: Three-step Process Examples (4:44)

Section 4

Slide 15—The Importance of Practice

The process of phasing out scaffolding for any activity, including the structures for cooperative learning, involves repetitive practice. But even when students achieve mastery, practice continues to promote automaticity and generalization.

Provide multiple opportunities for practice. Extend the practice over time. Use practice to form a habit, and provide sentence stems for syntactical support.

During practice opportunities, and especially when working cooperatively with peers, beginning-level English language learners are allowed to process and discuss information in their native language. Encourage them to share their conclusions in English but provide adequate vocabulary or syntactical support as needed.

Make your learning environment a safe and comfortable place for students to try. Some adolescents have had many experiences with failure by this age, so you may need to be patient as they overcome any resistance.

Slide 16—Options for Showing Mastery

Some simple methods can make formative assessments and checking for understanding more valid for ELLs.

Asking students to “put your finger or pencil on...” increases attention and allows monitoring of attention to a stimulus.

The use of physical signals reduces language demands and can help keep up the pace of instruction. Be sure to model any signals before using them.

Response cards are useful when responses can be classified into groups. Students can display the cards or point to the response of their choice.

Slide 17—When Necessary, Return to the Three-step Process

Please refer to **Handout 5: Scaffolding and the Three-step Process**.

Keep the pace brisk, but whenever it becomes clear that students do not understand, increase scaffolding again and move back up the continuum.

Do not keep students in one phase forever. Plan your progress along the continuum, gradually releasing responsibility. As we discuss instructional routines for comprehension and vocabulary in future modules, we will practice how to plan instruction for *I Do*, *WE Do*, and *YOU Do*.

Some students will progress quickly with modeling because they only need one clear demonstration of what is expected. Other students will need more structured guidance to develop their abilities to handle the task independently.

Slide 18—Feedback

No matter where you are in the three-step process, always provide feedback to your students.

It is important that all feedback, whether positive or corrective, be specific, so students understand what to continue doing and what to do differently in order to succeed. Positive feedback works better than criticism or punishment. Provide three positives for each negative, but avoid phony praise. Stress the importance of trying hard. Giving corrective feedback is also important because students need to know when they have made mistakes. Use errors as an opportunity for teaching. Provide feedback in a neutral tone. Stress the importance of learning and improving.

Particularly for ELLs, it is not necessary to overcorrect every error by pointing out all that was wrong. Instead, model a correct response and emphasize the particular points on which you want students to focus.

In this classroom video, teachers in general education science classes and a teacher in a one-on-one reading intervention class offer positive and corrective feedback to their students. As you watch, pay attention to how the teachers make the feedback specific and emphasize the importance of students' efforts to learn and improve.

Video: Positive and Corrective Feedback (3:04)

Section 5

Slide 19—Summary

We have reached the end of this module.

The objectives of this module were: to understand the components of mature reading and potential sources of reading difficulties; to identify instructional practices that foster student engagement through active involvement; to understand the need to adapt content area instruction for students with reading difficulties; and to apply a framework for scaffolding instruction.