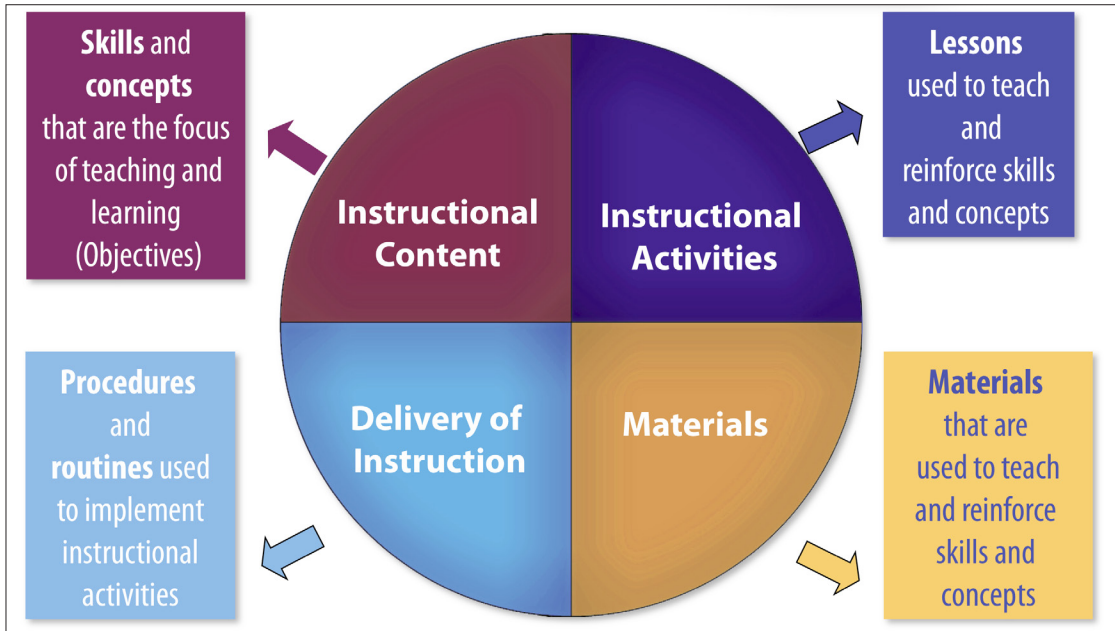


Handouts

UNIT 1, MODULE 2: Effective Instruction

Adaptation Framework



Instructional Content

- Prioritize the information or skills that are taught in any given lesson.
- Prioritize the information or skills taught across lessons (e.g., the number of new vocabulary words introduced in a single week).
- Teach necessary prerequisite skills or content that students lack.

This does not mean “watering down the curriculum,” but rather focusing instruction on the essential concepts.

Instructional Activities

Teachers may design lessons that include:

- Increased active student involvement
- Small-group instruction
- Building background knowledge
- Preteaching the academic vocabulary used in instruction (e.g., *identify, regulate*) and content-specific vocabulary. In addition, recent immigrants may need support in understanding more basic words typically used in conversation.
- Cumulative practice of skills from previous lessons
- Allowing alternative ways to demonstrate learning. For ELLs, it is important to make response options that are not dependent on their productive language skill if they are still at a lower proficiency level. They can be asked to show, illustrate, role play, etc. For students with learning disabilities, additional support in academic language may be necessary.

- Integrating instructional routines included in modules in other units of this program (i.e., Anticipation-Reaction guides, providing examples and nonexamples of vocabulary words)
- Providing instruction and practice opportunities designed to motivate middle school students

Materials

Materials that can be used to adapt instruction for struggling secondary students include:

- Concrete examples
- Pictures
- Graphic organizers
- Study guides
- Audiovisual support
- Supplemental texts
- Assistive technology (e.g., word processors)

Delivery of Instruction

Perhaps the most powerful category of adaptations for struggling learners is adaptation of the delivery of instruction. This refers to the procedures and routines used to implement the instructional activities, such as:

- Making instruction visible and explicit
- Adjusting pacing
- Dividing tasks into smaller steps (divide projects or assignments into steps and give students feedback on each step as they are completed)
- Increasing opportunities for practice
- Providing daily review
- Providing guided practice and independent practice
- Providing clear feedback and scaffolding
- Monitoring student learning
- Checking frequently for understanding
- Providing additional instruction, if needed
- Ensuring mastery before moving on to the next skill
- Providing opportunities to engage in meaningful discussion about text and about problem-solving

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute – Effective instruction for secondary struggling readers: Research-based practices*. Austin, TX: Author.

Active Involvement

Think-Pair-Share (Lyman, 1981)

- THINK** The teacher poses a question or challenge to students and prompts them to “think” about the answer. Students may be asked to record their thoughts. The teacher provides adequate wait time and may model “thinking.”
- PAIR** Students are assigned partners and asked to communicate their ideas to each other. They may be asked to record their combined thoughts or to note their partners’ best ideas. The teacher should identify and record select responses while monitoring.
- SHARE** The teacher can call on partnerships to report their best ideas and/or can display the responses recorded during monitoring.

Tell-Help-Check (Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990)

- TELL** The teacher asks students to tell their partners everything they know or remember about a specific topic/concept. Students may or may not be allowed to use their materials. The partners who are listening may be asked to count or record the ideas shared with them. The teacher should monitor the groups.
- HELP** The partners are asked to assist when the student who is telling the information has difficulty. Partners may also add any information they know or remember.
- CHECK** Both partners compare their responses with their materials. The teacher may also display new information if the procedure is being used to activate background knowledge on a new topic of instruction. Alternatively, the teacher may ask the partners who were helpers to indicate how many different ideas they were told or to provide the best idea.

Generate-Share (Archer, 2006, based on Ruhl & Suritsky, 1995)

- GENERATE** Students are asked to list as many ideas or pieces of information on a topic as they can. Students may be asked to work independently or with their partners, depending upon the amount of scaffolding required. The teacher provides adequate wait time and may model thinking and listing.
- SHARE** Students are asked to share their ideas with their partners or are called upon to share their individual responses.

SOURCES:

Archer, A. A. (2006, July). *Active participation: Engaging them all*. Presentation provided to Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin research team, Portland, OR.

Lyman, F. T., Jr. (1981). The responsive classroom discussion: The inclusion of all students. In A. S. Anderson (Ed.), *Mainstreaming digest* (pp. 109–113). College Park, MD: University of Maryland.

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SECONDARY SOURCES:

Ruhl, K. L., Hughes, C. A., & Gajar, A. H. (1990). Efficacy of the pause procedure for enhancing learning disabled and nondisabled college students' long- and short-term recall of facts presented through lecture. *Learning Disability Quarterly*, *13*(1), 55–64.

Ruhl, K. L., & Suritsky, S. (1995). The pause procedure and/or an outline: Effect on immediate free recall and lecture notes taken by college students with learning disabilities. *Learning Disability Quarterly*, *18*(1), 2–11.

Creating Ownership of the Routines

1. Introduce the routine by name.
2. Model with a think-aloud.
3. Provide meaningful practice opportunities.
4. Guide self-evaluation.
5. Expand to other contexts.

Explicit Instruction Scenarios

1. After Mr. Silva had modeled writing a summary using the “List, underline, combine, number, write, and edit” routine, he had the whole class complete another summary together. Mr. Silva wrote on the overhead as his students helped to generate ideas in each step. He had his students write the same things on their papers that he was recording on the overhead transparency.
2. When the teacher first introduced the summarization routine, he explained the steps: “List, underline, combine, number, write, and edit.” Then, he talked through his use of the routine while writing on the overhead. He showed his class how he found his main ideas in the chapter and wrote them in his list as brief statements. Then, he explained his reasons for underlining ideas that he felt were most important and for combining ideas that he thought were similar. Then, he talked through how he thought the main ideas should be numbered in a logical sequence. Finally, he put the main ideas together in a written summary.
3. The students in Mr. Silva’s history class have been practicing writing summaries after each reading assignment for a couple of weeks. For today’s assignment, the teacher has told the class they will write a summary on their own. He told his students to think of the steps to the “List, underline, combine, number, write, and edit” routine as they worked through their writing. As they worked, Mr. Silva walked around the room and assisted individual students who appeared to be having difficulty with their summaries.

Scaffolding and the Three-step Process

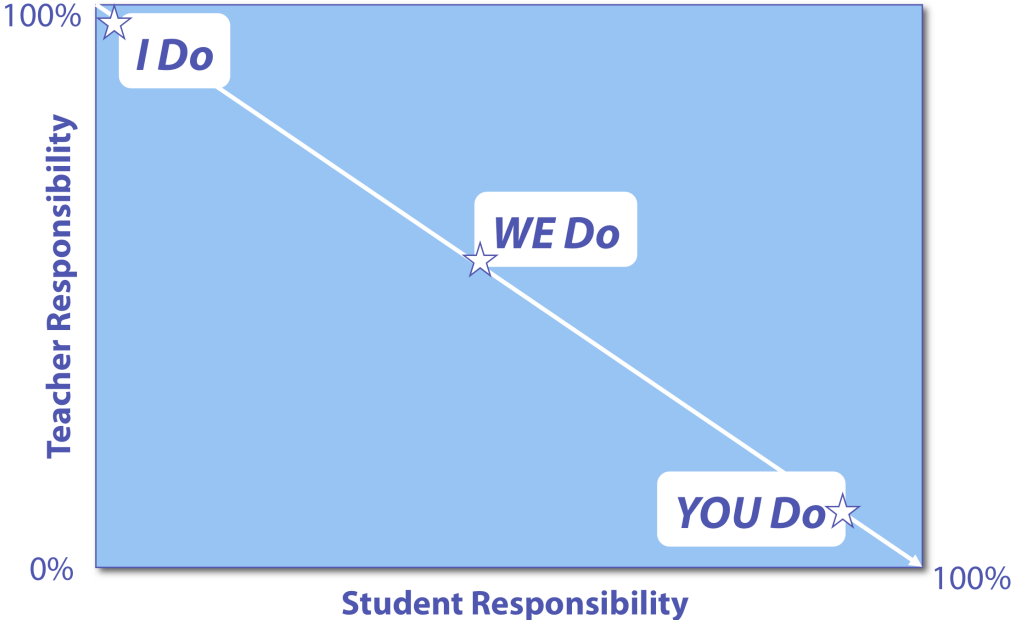


FIGURE adapted from Pearson & Gallagher, 1983.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

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