Unit 1:
Overview of Schoolwide Intervention

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 2:
Effective Instruction

Schoolwide Intervention

Module	Title
1	A Schoolwide Approach to Reading Intervention
2	Effective Instruction

Objectives

- Understand the components of mature reading and potential sources of reading difficulties.

- Identify instructional practices that foster student engagement through active involvement.

- Understand the need to adapt content area instruction for students with reading difficulties.

- Apply a framework for scaffolding instruction.

Reading Difficulties at the Secondary Level: Potential Problems

- Comprehension

- Vocabulary

- Background knowledge

- Strategic processing of text
  (predicting, questioning, self-monitoring, etc.)

- Text structures

- Reading fluency

- Word identification: Multisyllable words

- Word identification: Basic decoding

Development of Reading

- Proficient reading **continues to develop** in the middle school and high school grades, even in students who are strong readers.

- Teachers cannot assume that students will automatically understand complex content and understand technical vocabulary.

- Students may be able to comprehend one kind of text (e.g., short stories) but not others (e.g., science or math text).
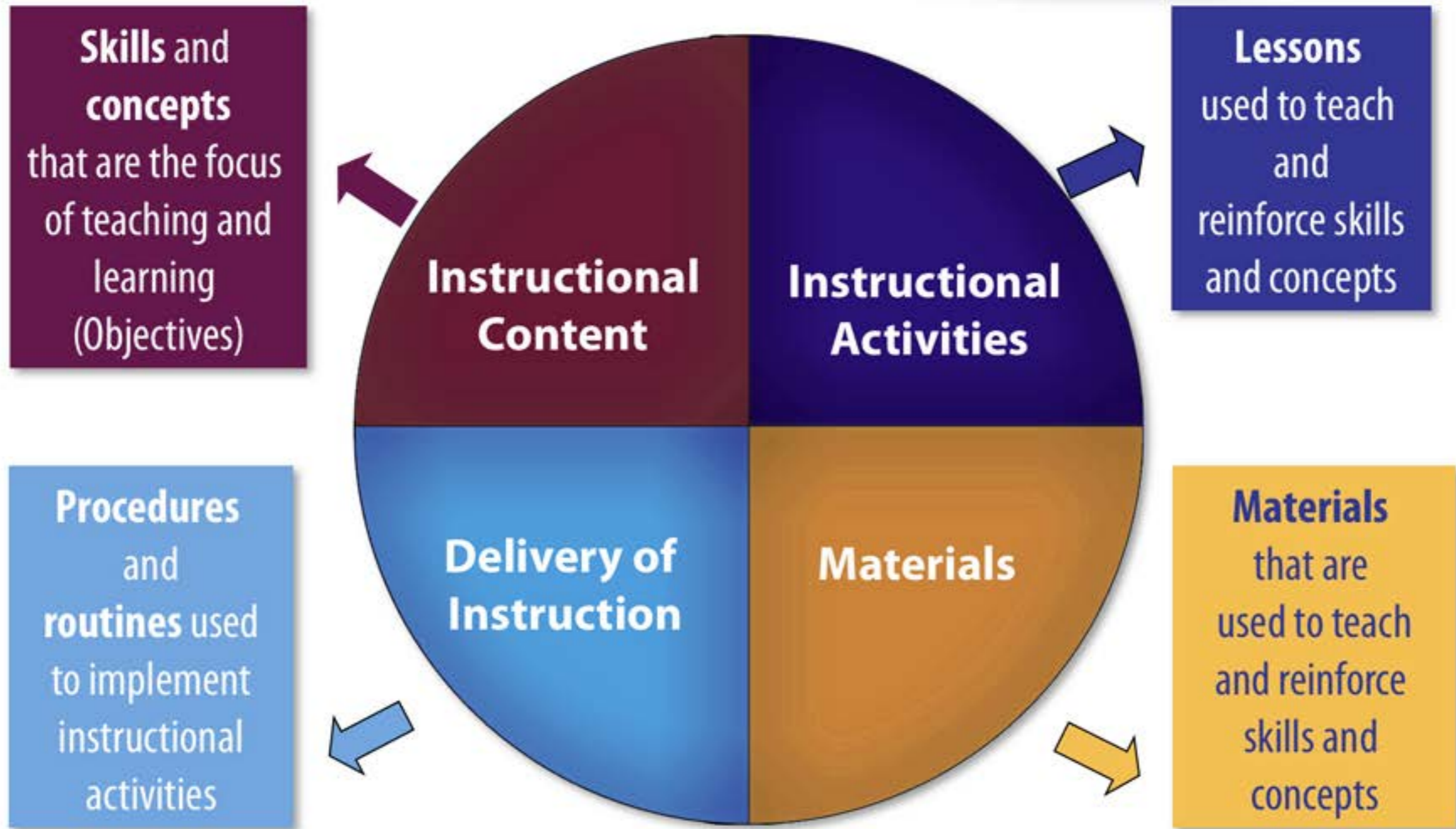
Adapting Instruction

Adapting instruction means intentionally changing something about instruction so that all students have a greater chance to master important lesson objectives.

Adapting Instruction: Why Do It?

- 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.

  - Success is a great motivator.

  - Repeated failure leads to problem behaviors and lack of motivation.

- Students with reading difficulties become better readers of content area text.

Adaptation Framework

Skills and **concepts** that are the focus of teaching and learning (Objectives)

Lessons used to teach and reinforce skills and concepts

Procedures and **routines** used to implement instructional activities

Materials that are used to teach and reinforce skills and concepts

Instructional Content

Instructional Activities

Delivery of Instruction

Materials

(University of Texas Center for Reading and Language Arts, 2003)

Fostering Engagement

- Clear objectives

- Real-world interactions

- An abundance of interesting texts

- Direct strategy instruction

- Support for student choice and self-determination

- Collaboration support

Benefits of Grouping

- Grouping or pairing provides more opportunities for all students to participate in instructional dialogues and to develop the language and content of the course.

- Grouping and pairing is particularly important for English language learners.

How to Actively Involve Students: Partner Responses

- Think-Pair-Share (Lyman, 1981)

- Tell-Help-Check (Archer, 2006)

- Generate-Share (Archer, 2006)

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.

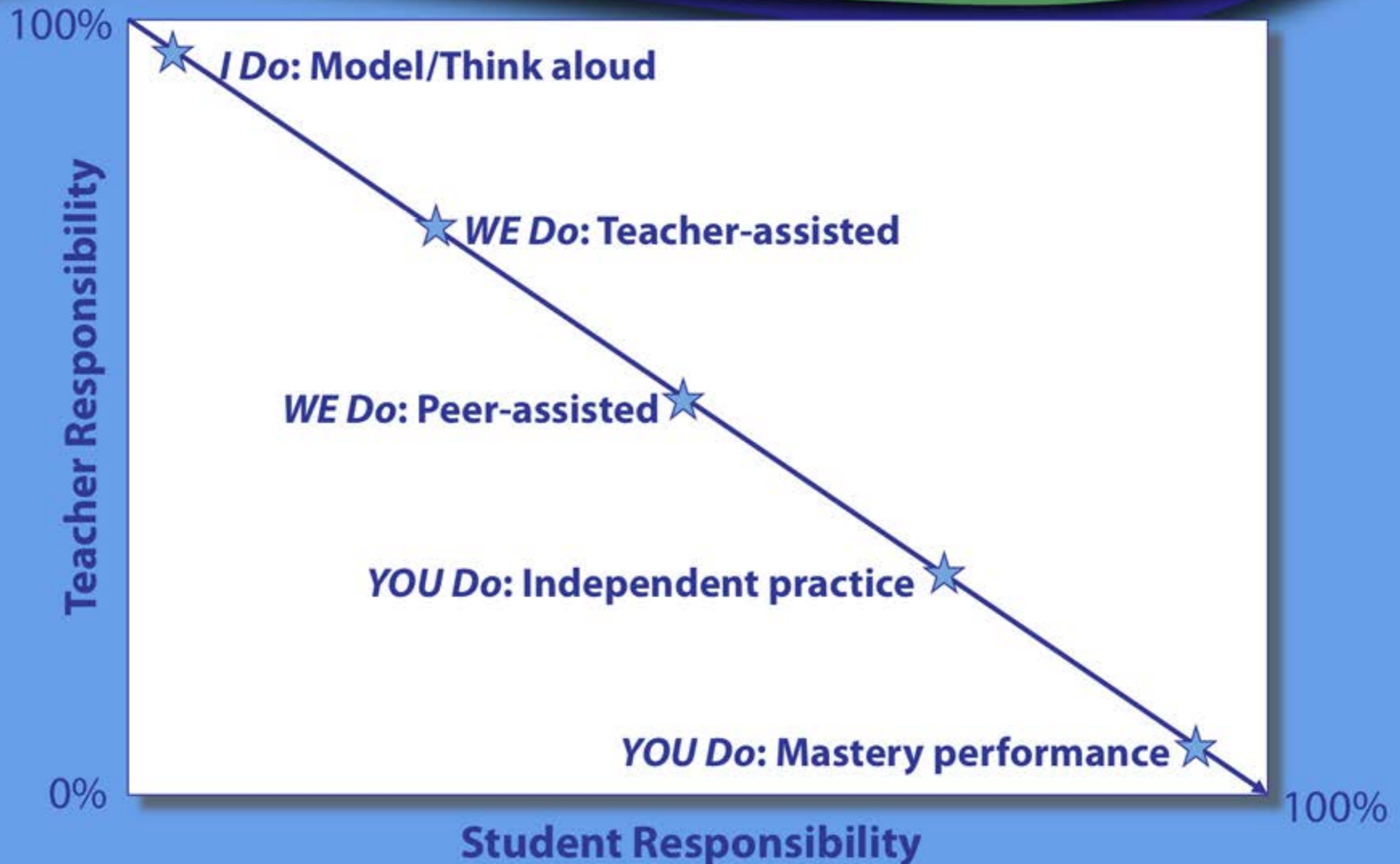# Explicit Instruction: A Three-step Process

I Do
Model/think aloud

WE Do
Guided practice

YOU Do
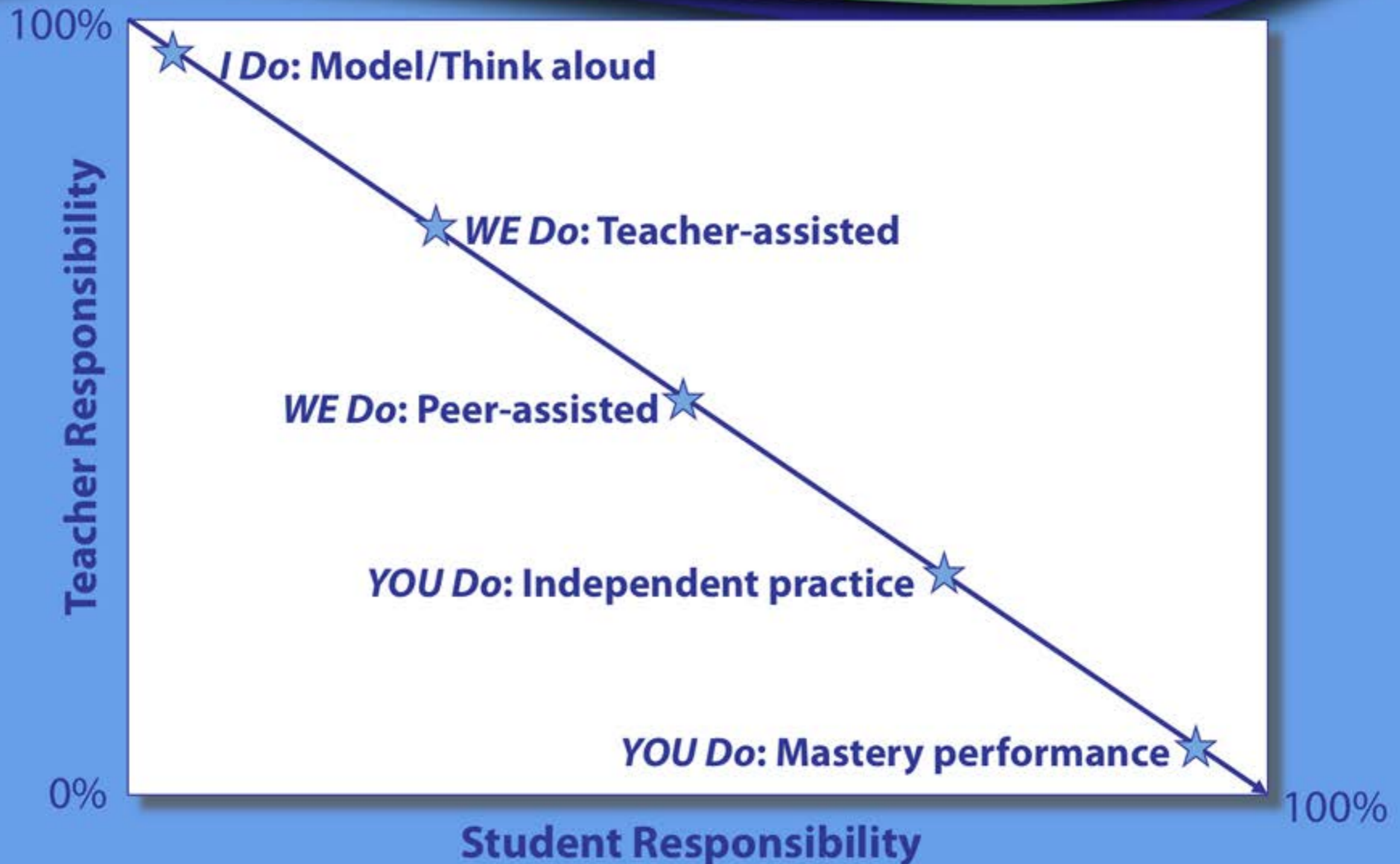Monitored independent practice

(Archer, Isaacson, & Peters, 1988)

Phases of Scaffolding

Teacher Responsibility (vertical axis, 100% to 0%)

Student Responsibility (horizontal axis, 0% to 100%)

- *I Do*: Model/Think aloud
- *WE Do*: Teacher-assisted
- *WE Do*: Peer-assisted
- *YOU Do*: Independent practice
- *YOU Do*: Mastery performance

(Archer et al., 1988; Pearson & Gallagher, 1983)

Phases of Scaffolding

100%

_I Do_: Model/Think aloud

Teacher Responsibility

_WE Do_: Teacher-assisted

_WE Do_: Peer-assisted

YOU Do: Independent practice

YOU Do: Mastery performance

0%

100%

Student Responsibility

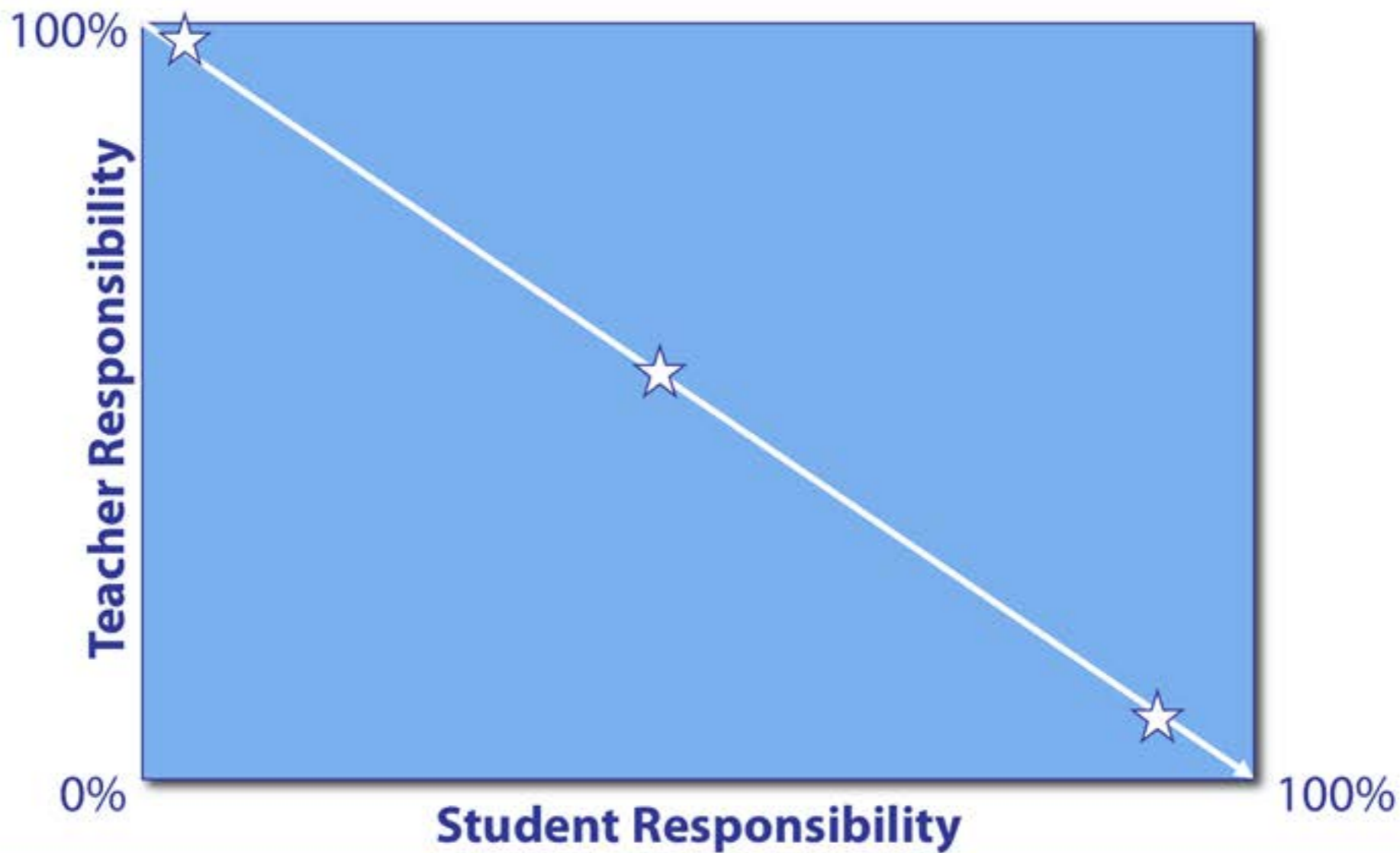*(Archer et al., 1988; Pearson & Gallagher, 1983)*
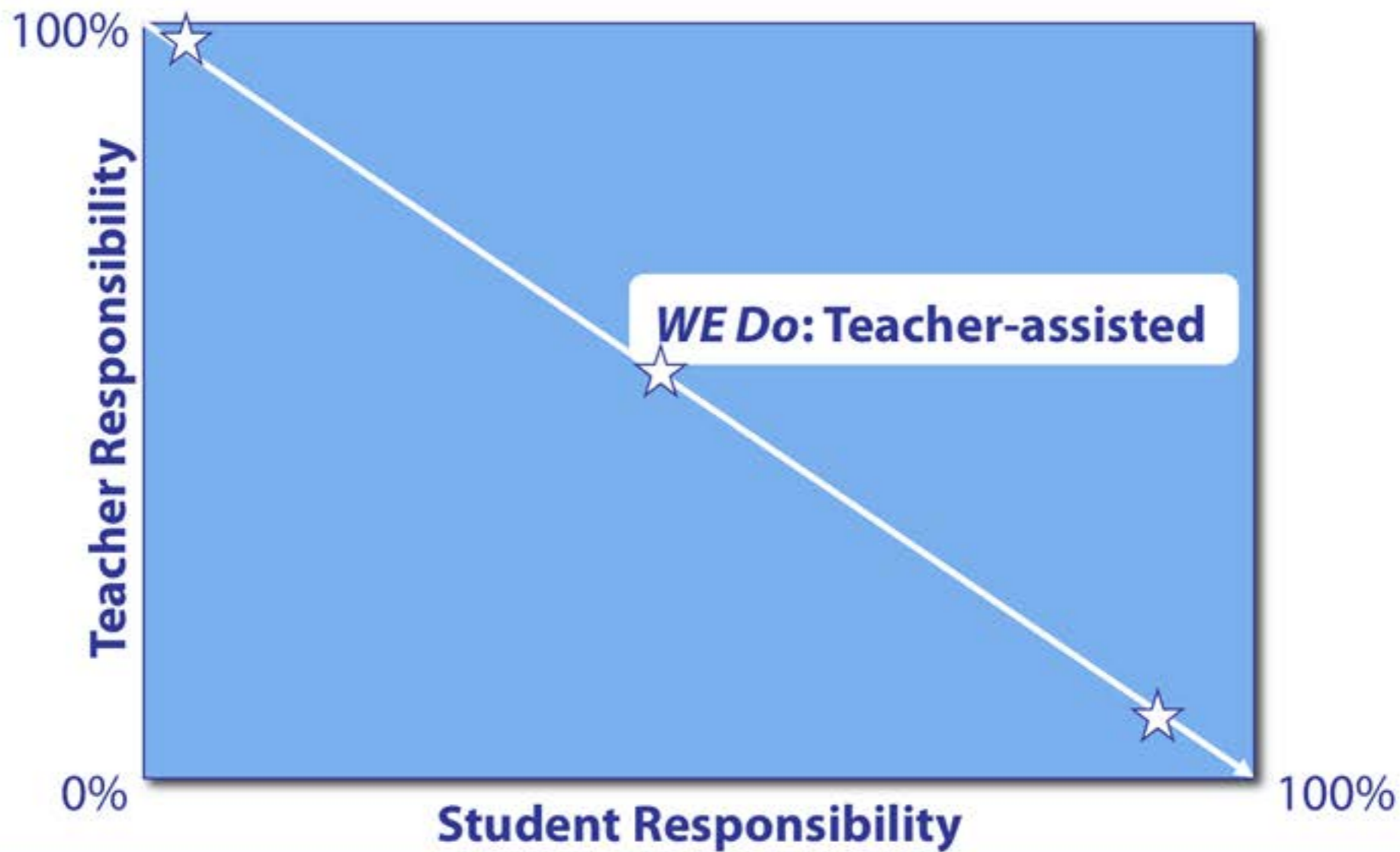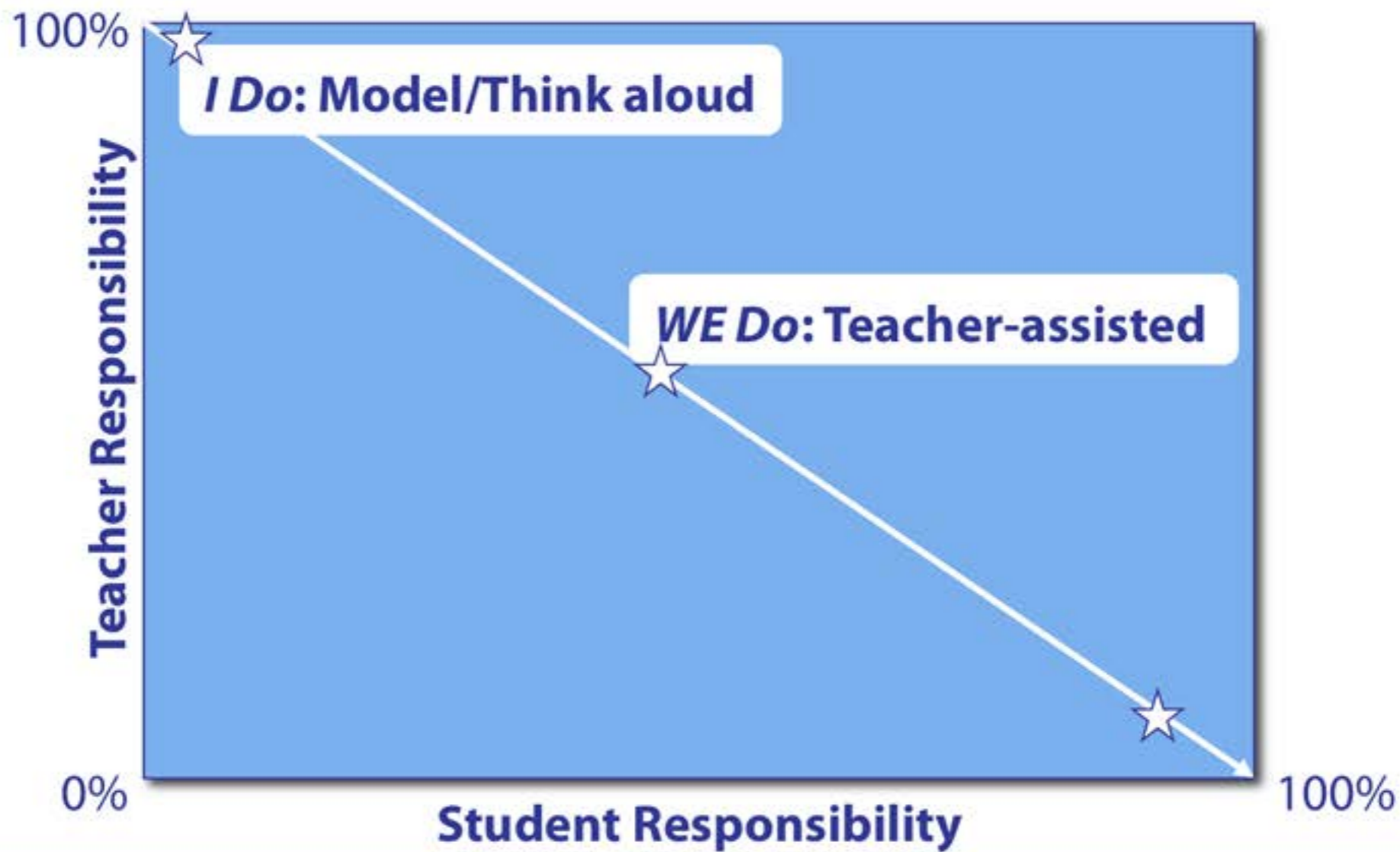
Scaffolding

The goal is to move this way over time.

However, scaffolding is a continuum that is responsive to student needs.

(Archer et al., 1988; Pearson & Gallagher, 1983)

Scaffolding

100%

Teacher Responsibility

WE Do: Teacher-assisted

0%   Student Responsibility   100%

The goal is to move this way over time.

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(Archer et al., 1988; Pearson & Gallagher, 1983)

Scaffolding

100%

I Do: Model/Think aloud

WE Do: Teacher-assisted

Teacher Responsibility

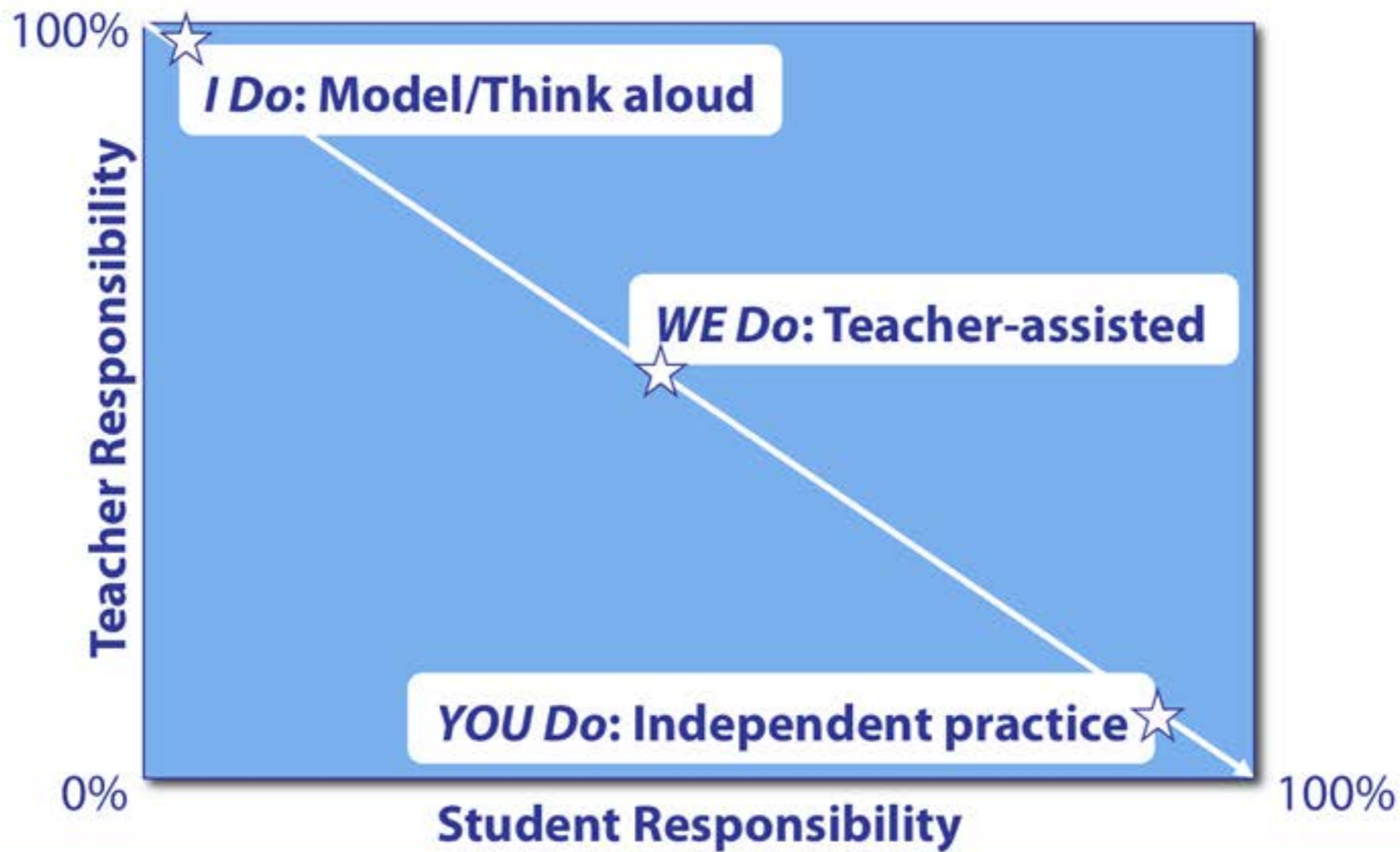0%   **Student Responsibility**   100%

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The Importance of Practice

- Provide multiple opportunities for practice.

- Extend the practice over time.

- Use practice to form a habit.

- Provide sentence stems for syntactical support.
Examples:

    – "The reason we selected this answer is _____."

    – "We agree with _____ because _____."

Options for Showing Mastery

- "Put your finger/pencil on…"

- Use physical signals (thumbs up, pencil down, look at me).

- Display answer with response cards.

When Necessary, Return to the Three-step Process

100%

I Do

WE Do

YOU Do

Teacher Responsibility

0%

100%

Student Responsibility
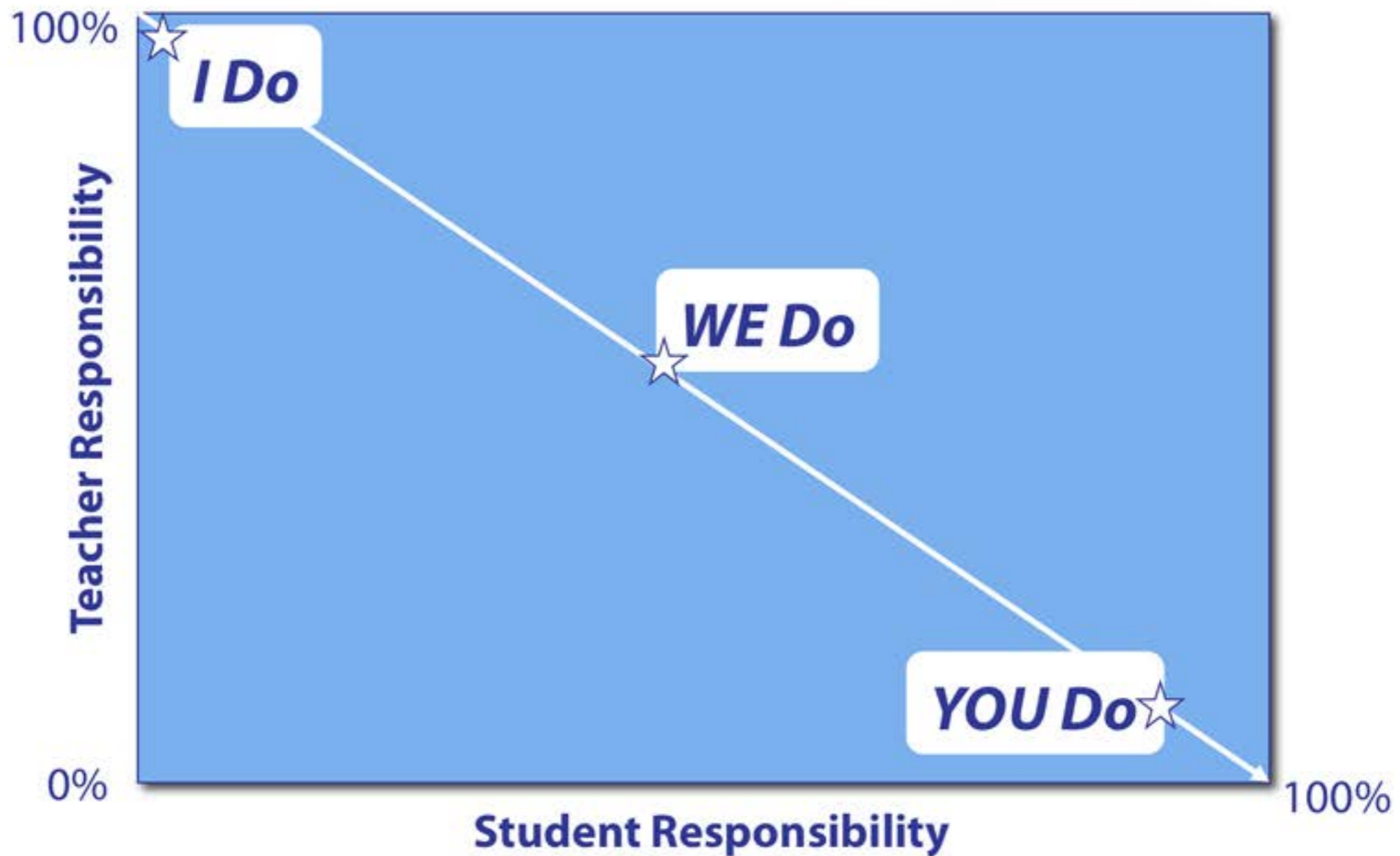
(Archer et al., 1988; Pearson & Gallagher, 1983)

Feedback

Positive Feedback

- Positive feedback (praise) works better than criticism or punishment.

- Provide three positives for each negative.

- Avoid phony praise.

- Give specific praise.

- Stress the importance of trying hard (effort).

Corrective Feedback

- Students need to know when they have made mistakes.
  - Practicing mistakes is **not** productive.

- Use errors as an opportunity for teaching.

- Provide feedback in a neutral tone.

- Stress the importance of learning and improving.

(Denton & Hocker, 2006)

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Summary

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Reflection Log

The Adaptation Framework

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?

- What ideas were new and interesting?

- What confirmed or challenged your previous beliefs?

- What questions do you still have?