Elements of Effective Reading
Instruction & Intervention
Instruction and Intervention

• **Core instruction**: High quality basal series, plus whole-group word work, text talk, extensive fluency practice, and comprehension strategy instruction.

• **Supplemental instruction**: Small-group guided reading, manipulative letter work, Elkonin boxes, and repeated reading.

• **Intensive intervention**: Tutoring in pairs or one-on-one, individualized planning.
All students should receive high quality core reading instruction.

It is expected that this instruction will be sufficient to meet the needs of approximately 80% of students.
Supplemental Instruction
(Tier 2)

Approximately 20% of students will require supplemental reading instruction.

It is expected that this instruction will be sufficient to meet the needs of approximately 15% of students.
Intensive Intervention
(Tier 3)

Approximately 5% of students are likely to require intensive reading intervention *in addition to* high quality core instruction and supplemental instruction.
How do we get there?

Few schools demonstrate these levels of success.

So, how do we get to the point where 80% of students are successful with only core instruction and only 5% need intensive help?
How do we get there?

What happens when the results look more like this?

Is it even possible to turn this around?
An Example…

Year 0  
Low Risk
Year 2  
Moderate Risk
Year 4  
High Risk
An Example…

How did this change occur?

This change occurred as a result of an unwavering commitment to meeting each individual child’s needs through evidence-based, differentiated instruction.
Differentiated Instruction

• Instruction designed to meet the needs of all students in a classroom

• A way of thinking about our students and our instruction that focuses on mastery rather than coverage

• Acknowledges not all students learn at the same rate or need the same amount of explicit detail

• Is adaptive to meet the changing needs of students

• Accomplished through ongoing assessment of students and flexible grouping strategies
What elements of your instruction can be differentiated?

**Input**
- Instructional methods
- Materials

**Output**
- Modality
- Participation

**Rate**
- Speed
- Amount

**Support**
- Independent vs. Group
- Amount of Scaffolding
Differentiated Instruction

Provides adjustment in...

- **intensity** of instruction
- degree of **explicitness**
- amount of **scaffolding** during guided practice
- amount of **independent** practice
Fairness isn't everyone getting the same. Fairness is everyone getting what they need.

Equality vs. Equity:

- **Equality**: All children are given the same height aid (crates), regardless of their actual height.
- **Equity**: Children are provided with height-appropriate aids (crates) to ensure they can see over the fence.
Model for Student Success

Continuous Assessment

Planning Based on Assessment

Differentiated Instruction

Instructional Cycle
Assessment

1. **Screening**: Quick assessments administered to the whole class to identify which children are where they need to be and which ones may need extra help.

2. **Diagnosis**: In-depth assessments to identify the nature of a student’s difficulties and develop a plan for intervention.

3. **Progress Monitoring**: Ongoing assessments to measure progress and determine effectiveness of instruction.
Critical questions to ask during planning…

1. What can this student or group of students do now?

2. What do I want this student or group of students to know or be able to do?

3. What would be the best way to teach that to this particular child or group of children?
   – How explicit should the instruction be?
   – How much support do these students need?
   – What is the best grouping strategy for this lesson?
Characteristics of Instruction

• Explicit
• Systematic
• Intensive
• Multisensory
Explicit

Explicit instruction includes

• clear, unambiguous explanations and demonstrations,
• carefully designed guided practice,
• sufficient independent practice to ensure mastery, and
• periodic review to promote retention.
Continuum of Approaches to Instruction

Explicit Instruction

- teacher regulation of learning
- modeling/explaining
- directed discovery
- direct instruction
- part-to-whole

Implicit Instruction

- shared regulation of learning
- scaffolding
- guided discovery
- strategic instruction
- balance between part-to-whole and whole-to-part

- student regulation of learning
- facilitating discovery
- self-regulated instruction
- whole-to-part

Adapted from Mercer, Lane, Allsopp, Eisele, & Jordan (1996)
Considerations in Choosing an Instructional Approach

more explicit .................................................................more implicit

**student factors**

The student…

- Has limited experiences with topic or skill
- Lacks prior knowledge
- Is extrinsically motivated
- Experiences initial failure

The student…

- Has abundant experiences with topic or skill
- Has a lot of prior knowledge
- Is intrinsically motivated
- Experiences early success

Adapted from Mercer, Lane, Allsopp, Eisele, & Jordan (1996)
Considerations in Choosing an Instructional Approach

more explicit…………………………………………more implicit

curriculum factors

• The content is sequential
• Content learning or skill acquisition requires task-specific strategies
• The content or skill is complex and must be applied with a high degree of proficiency or accuracy.
• The instructional time is limited

• The content is conceptual
• Tasks can be done through problem-solving strategies
• Tasks can be modified or adapted to individual styles or needs and do not need to be accurate
• The instructional time is flexible

Adapted from Mercer, Lane, Allsopp, Eisele, & Jordan (1996)
Systematic

• *Systematic instruction* is carefully sequenced to ensure that the student has the prerequisite knowledge and skills to understand the new concept or acquire the new skill.

• This includes moving carefully and deliberately from easier to more complex skills.
Intensive instruction is

- usually provided in small groups or one-on-one,
- of sufficient duration to ensure learning occurs, and
- provided by knowledgeable, skilled professionals.
Multisensory Instruction

- Coordinates the simultaneous use of multiple sensory pathways to enhance memory and learning of written language.
  - Visual
  - Auditory
  - Kinesthetic
  - Tactile
- Connections are consistently reinforced between the symbols the student sees, the sounds the student hears, and the movements the student feels.
Multisensory Instruction

**Macro**-level multisensory techniques use **large** muscles (usually the arms and fingers).

✓ Saying a sound while looking at and **tracing** a letter
Multisensory Instruction

Macro-level multisensory techniques use large muscles (usually the arms and fingers).

- Saying a sound while looking at and tracing a letter
- Skywriting
**Multisensory Instruction**

**Macro-level** multisensory techniques use **large** muscles (usually the arms and fingers).

- Saying a sound while looking at and **tracing** a letter
- **Skywriting**
- Tracing letters in sand or shaving cream
**Multisensory Instruction**

**Macro-level multisensory techniques use large muscles (usually the arms and fingers).**

- Saying a sound while looking at and **tracing** a letter
- **Skywriting**
- Tracing letters in sand or shaving cream
- **Manipulative** letters
**Multisensory Instruction**

**Micro**-level multisensory techniques use **small** muscles of the vocal tract.

✓ Saying a sound, watching the mouth in a **mirror**, and attending to the placement of lips and tongue.
**Multisensory Instruction**

**Micro**-level multisensory techniques use **small** muscles of the vocal tract.

- Saying a sound, watching the mouth in a **mirror**, and attending to the placement of lips and tongue
- Distinguishing among sounds based on their mouth movements
Multisensory Instruction

**Micro**-level multisensory techniques use **small** muscles of the vocal tract.

- Saying a sound, watching the mouth in a **mirror**, and attending to the placement of lips and tongue
- Distinguishing among sounds based on their mouth movements
- Making readily **blendable** sounds
Balanced

• The term “balanced literacy” is also very widely used, but it is less clearly defined.
• What does it mean to you?
• Let’s consider the various ways it can be operationalized...
Balanced?
Balanced?
How you group depends on your goals for the lesson and the needs and strengths of your students.

If you are trying to provide more intense, more explicit, more individualized instruction, same-ability grouping is your answer.

Mixed-ability groups are more appropriate for practice activities than for initial teaching.
Grouping for Effective Instruction

• Whole Group
  – Includes all students
  – Creates community of knowledge

• Small Group (same ability)
  – Meets individual student needs
  – Students have a lot of opportunities to express what they know and receive feedback
  – Teacher can adjust pacing and assure mastery

• Small Group (mixed ability)
  – Opportunities to work with peers
  – Teaches Ss to learn from and teach their peers
Grouping for Effective Instruction

• Pairs
  – Motivates students
  – Addresses social and academic needs

• Individual
  – Meets individual needs
  – Allows for more intensive instruction
  – Allows for access to the general education curriculum
  – Maximum opportunity for teacher to adjust pacing
Flexible Grouping…

– use a variety of grouping strategies that place students with peers at different levels.
– assess frequently and change same-ability groups on a regular basis.
– match the number of groups to the needs of your class instead of using a predetermined, arbitrary number of groups.
– don't use same-ability groups for other purposes or subjects.
Flexible Grouping

- keep groups of students who need intensive instruction small (no more than 3-4 students).
- teach students how to work in a group, in a pair, at a center, or independently and how to transition between groupings.
- occasionally teach students individually.
Small Groups and Time Management

• The traditional approach to small-group instruction has the teacher working with three or four groups, each for the same amount of time each day.

  Group 1 = 20 minutes
  Group 2 = 20 minutes
  Group 3 = 20 minutes
Small Groups and Time Management

• The traditional approach to small-group instruction has the teacher working with three or four groups, each for the same amount of time each day.
• This is seldom necessary or appropriate.
• Remember, fairness is not every student getting the same thing, it’s every student getting what they need.
Small Groups and Time Management

Here’s another possible scenario:

- Group 3 may need 45 minutes of instruction
- Group 2 may need 25-30 minutes
- Group 1 may only need 10 minutes of direct instruction
Small Groups and Time Management

Here’s yet another possible scenario:

– Group 3 meets with teacher daily
– Group 2 meets with teacher 3-4 days/week
– Group 1 meets with teacher 1-2 days/week
Consider which instructional activities . . .

• require adult guidance
• can be completed with peer assistance
• can use computer-assisted methods
• can be accomplished independently
EQUALITY

EQUITY
Standards

• RL & RI standards were meant to raise the stakes for reading comprehension.
• Instead, they have led a movement to make reading instruction more about the process than about the product—that is, they have become an end rather than a means to an end.
• They have also led to a disregard of the RF standards.
We know what to do to ensure that virtually every child learns to read early and well.

We can do this. We have the knowledge. We have the research.

Whether or not we do it will ultimately depend upon how we feel about the fact we haven’t done it so far.