

Intensive Intervention in Reading

Module 6 Workbook

Qualitative Adaptations for Teaching
Word Reading

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Module 6 Checklist

Section	Assignment	Workbook	Online	Classroom Application
Introduction	Video		<input type="checkbox"/> Watch Module 6 Introduction Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	Reading	<input type="checkbox"/> Coyne et al., (2006) Beginning Reading Instruction for Students At Risk for Reading Disabilities: What, How, and When.		
Part 1	Video		<input type="checkbox"/> Watch Module 6 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	6.1	<input type="checkbox"/> Evaluate a Lesson		
	6.2	<input type="checkbox"/> Evaluate a Video		
Part 2	Video		<input type="checkbox"/> Watch Module 6 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	6.3	<input type="checkbox"/> Evaluate a Video		
	6.4	<input type="checkbox"/> Evaluate a Lesson		
Part 3	Video		<input type="checkbox"/> Watch Module 6 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	6.5	<input type="checkbox"/> Evaluate a Lesson		
	6.6	<input type="checkbox"/> Evaluate a Video		

	6.7	<input type="checkbox"/> Evaluate a Video		
	6.8	<input type="checkbox"/> Evaluate a Video		
	Journal		<input type="checkbox"/> Complete Module 6 Journal Entry	

Guided Notes

Introduction

Objectives

In this module, you will learn...

- How to provide effective modeling in intensive word reading interventions.
- How to provide effective practice opportunities in intensive word reading interventions.
- How to elicit frequent responses and provide feedback in intensive word reading intervention.

Part 1

Objectives

In this module, you will learn...

- What effective modeling looks like in intensive reading interventions.
- How to adapt reading instruction to improve instructional modeling.

Modeling: Why We're Learning This

- Students experiencing reading difficulties _____ effective or efficient reading skills or strategies.
- The strategies that expert readers rely on are _____ from students experiencing reading difficulties.'
- The role of modeling is to let students _____ of reading success by making skills and strategies _____.

Effective Models

- Focus on _____
- Explain with _____ language
- Model/demonstrate the _____ (show the thinking)
- Select appropriate _____ to model
- Model additional examples (use _____)

Lead Teacher Demonstration #1

Evaluate the video example for effective modeling.

- Focus on a singular objective
- Explain with clear, concise, consistent language
- Model/demonstrate the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model additional examples (use multiple models)

Lead Teacher Demonstration #2

Evaluate the video example for effective modeling.

- Focus on a singular objective
- Explain with clear, concise, consistent language
- Model/demonstrate the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model additional examples (use multiple models)



Activity 6.1 – Evaluate a Lesson

Read the lesson and use the checklist to evaluate for effective modeling.

LESSON 14: Reading Words with ea

TEACH/MODEL

Display the vowel digraph ea card.

Explain that ea can make two sounds, the long e sound like in read and the short e sound like in bread.

Lead students in pronouncing both sounds of ea while pointing to the ea card.

Say “ea can say /eee/ like in read. Everyone say /eee/ - read. ea can also say /e/ like in bread. Everyone say /e/ - bread.”

PRACTICE

Have students read the following words with ea.

read, bread, real, wealth, steam, lead

- Focus on a singular objective
- Explain with clear, concise, consistent language
- Model/demonstrate the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model additional examples (use multiple models)



Activity 6.2 – Evaluate a Video

Watch the video. Use the checklist to evaluate effective modeling. Explain why the video does or does not meet each criteria.

- Focus on a singular objective

- Explain with clear, concise, consistent language

- Model/demonstrate the skill/strategy (show the thinking)

- Select appropriate examples to model

- Model additional examples (use multiple models)

Part 2

Objectives

In this module, you will learn...

- What effective practice looks like in intensive reading interventions.
- How to adapt reading instruction to improve student practice.

Effective Guided Practice

- Focus on _____ (using _____)

- _____ students through the skill/strategy

- Provide _____ amount of guidance (based on _____)

- Provide clear _____



Activity 6.3 – Evaluate a Video

Watch the video. Use the checklist to evaluate effective modeling and guided practice. Explain why the video does or does not meet each criterion.

Effective Modeling

- Focus on a singular objective

- Explain with clear, concise, consistent language

- Model/demonstrate the skill/strategy (show the thinking)

- Select appropriate examples to model

- Model additional examples (use multiple models)

Effective Guided Practice

- Focus on same singular objective (using similar examples)

- Guide students through the skill/strategy

- Provide “just right” amount of guidance (based on students’ skills)

- Provide clear prompts and supports



Activity 6.4 – Evaluate a Lesson

Read the lesson and use the checklist to evaluate for effective modeling and guided practice. Explain why it does or does not meet the criteria.

Directions for teaching **open syllables**:

1. Write the following words on the board – me, hi, no, she. Ask students: *Look at these words. How many vowels do you see in each word? (1)*
2. Then ask: *What does each word end with? (One vowel). Can these be closed syllables? (No, closed syllables end in a consonant.)*
3. Have the students read the words, paying attention to the way each is pronounced. Ask: *How are the words pronounced at the end? (The mouth is open.)*
4. Say: *What would be a good name for this syllable? Open syllable because our mouth is open.*
5. Define **open** syllables for students. (*An open syllable ends in a vowel and the sound is long.*)
6. Write the following sentences on the board for students to complete: An open syllable ends in a _____ (vowel). The vowel sound is _____ (long).
7. Extend the lesson by writing two-syllable words with an open first syllable: *tiger, lady, secret*. Help students blend each syllable to read the words. Talk about what they are hearing.

Effective Modeling

- Focus on a singular objective
- Explain with clear, concise, consistent language
- Model/demonstrate the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model additional examples (use multiple models)

Effective Guided Practice

- Focus on same singular objective (using similar examples)
- Guide students through the skill/strategy
- Provide “just right” amount of guidance (based on students’ skills)
- Provide clear prompts and supports

Part 3

Objectives

In this module, you will learn...

- How to elicit frequent responses and provide effective feedback during word reading instruction.
- How to adapt reading instruction to improve these supporting practices.

Eliciting Responses and Feedback: Why We're Learning This

- Eliciting Frequent Responses = _____
 - Select most appropriate _____ (type of response, number of students, time)
 - Maximize _____ and _____ to practice
 - Include _____
 - Verbal, Written, Gesture
 - Use prompts and signals
 - _____ pair responses
 - Give clear directions and practice the rules
 - Provide _____ individual responses
 - Students you want to "check on"
 - Unpredictable and short



Activity 6.5 – Evaluate a Lesson

Read the lesson and use the checklist to evaluate for eliciting frequent responses. Explain why it does or does not meet the criteria.

Reading Decodable Text

(Page 1) "My cat!" said Jan. "I can pat it!"

- Say: *We are going to read this story together. We've done this before, so you know what to do.*

Group practice

- Say: *Touch under the first word.* Students touch under *My*.
- Say: *Think* (pause 3 seconds)
- Say: *Word?* And immediately tap. Students say *My*.
- After students respond, say: *Next Word.* Students touch under *cat*.
- Say: *Think* (pause 3 seconds).
- Say: *Word?* And immediately tap. Students say *cat*.
- Repeat the same procedure for each word in the sentence.
- When the students have read a sentence correctly, the teacher reads the sentence naturally to the students. Repeat the same procedure for each sentence.

Independent practice

- When the group has read the story, call on individual students to read one sentence at a time, while other students read along silently. Call on select students to read in an unpredictable order.

Additional practice

- Partner read – students reread story using the partner reading routine

- Select most appropriate response format (type of response, number of students, time)
- Maximize engagement and opportunities to practice (# opportunities per minute)



Activity 6.6 – Evaluate a Video

Watch the video. Use the checklist to evaluate eliciting frequent responses. Explain why the video does or does not meet each criteria.

Elicit Frequent Responses

- Select most appropriate response format (type of response, number of students, time)

- Maximize engagement and opportunities to practice (# opportunities per minute)



Activity 6.7 – Evaluate a Video

Watch the video. Use the checklist to evaluate eliciting frequent responses. Explain why the video does or does not meet each criteria.

Elicit Frequent Responses

- Select most appropriate response format (type of response, number of students, time)

- Maximize engagement and opportunities to practice (# opportunities per minute)

- Providing Immediate Specific Feedback = _____
 - Provide _____
 - Affirm _____
 - _____ responses (and provide additional practice)
 - _____ the correct response
 - Give the student _____
 - Come back to the _____ item later in the activity



Activity 6.8 – Evaluate a Video

Watch the video. Use the checklist to evaluate use of explicit instruction. Explain why the video does or does not meet each criteria.

Effective Modeling

- Focus on a singular objective

- Explain with clear, concise, consistent language

- Model/demonstrate the skill/strategy (show the thinking)

- Select appropriate examples to model

- Model additional examples (use multiple models)

Effective Guided Practice

- Focus on same singular objective (using similar examples)

- Guide students through the skill/strategy

- Provide “just right” amount of guidance (based on students’ skills)

- Provide clear prompts and supports

Eliciting Responses and Providing Feedback

- Select most appropriate response format (type of response, number of students, time)

- Maximize engagement & opportunities to practice (# opportunities per minute)



Module 6 Journal Entry

Select one of the following two videos from the <http://explicitinstruction.org/> website. Answer the questions below in a journal entry. As you discuss the video, be as specific as you can about any details related to reading.

- "Word and Sentence Dictation – Second Grade"
(<http://explicitinstruction.org/video-elementary/elementary-video-5/>)
- "Pronunciation of Multi-Syllabic Passage Words – Sixth Grade Language Arts"
(<http://explicitinstruction.org/video-secondary-main/secondary-video-2/>)

1. Identify which of the two videos you selected. Describe how the teacher models and practices word recognition skills during instruction and what supporting practices are used during instruction.
2. Which of the criteria from the checklist are/are not included or fully implemented?

Effective Modeling

- Focus on a singular objective
- Explain with clear, concise, consistent language
- Model/demonstrate the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model additional examples (use multiple models)

Effective Guided Practice

- Focus on same singular objective (using similar examples)
- Guide students through the skill/strategy
- Provide "just right" amount of guidance (based on students' skills)
- Provide clear prompts and supports

