What Works? Scientifically-based Instruction/Intervention

- Activate prior knowledge
  o Facilitates learning and recall
- Actively engage the student in learning
  o Hands-on, peer tutoring, cooperative learning, student-generated questions, reciprocal teaching
- Explicit instruction
  o Model, guided practice, practice
- Strategy instruction
  o Self-management, metacognitive, task specific
- Advance organizers
  o Provide the “big picture”
  o Use questioning (teacher or student generated)
- Engage higher level thinking skills
  o Go beyond rote recall
  o Compare/contrast, summarize, classify, apply, analyze, elaborate, solve problems
- Provide immediate, frequent, and relevant feedback on student’s performance

Nine Best Instructional Strategies
- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge


How is Intervention Different From Instruction?
Intervention provides intensive, scientifically-based instruction.

✔ 3 main ways to intensify instruction:

__________________________________
__________________________________
__________________________________

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What Research Says About Oral Language

Oral language’s impact on academic learning is well-documented.
- Foundation for reading & writing
- Significant relationship between vocabulary and reading
- Significant relationship between background knowledge and reading

Hart and Risley (1995) conducted a longitudinal study of children and families from three groups:
- Professional families
- Working-class families
- Families on welfare


✔ Cumulative Words Per Hour
- Children from families on welfare: ____________________________
- Children from working-class families: _________________________
- Children from families with professional level jobs: _____________

Interventions for Oral Language Difficulties

- Provide a language rich environment  (e.g., Hart & Risley, 2003)
- Provide frequent exposure and practice with words (e.g., Hart & Risley, 2003)
- Read aloud to the child  (e.g., Adams, 1990)
- Use Text Talks  (e.g., Beck & McKeown, 2001)
- Increase time spent reading  (e.g., Cunningham & Stanovich, 1991)
- Read for different purposes  (e.g., National Reading Panel, 2000)
- Provide explicit word instruction  (e.g., National Reading Panel, 2000)
- Provide instruction in morphology  (e.g., Carlisle, 2004)
- Develop word consciousness  (e.g., Graves & Watts-Taffe, 2002)
- Use technology  (e.g., Davidson, Elcock, & Noyes, 1996)
- Use graphic organizers  (e.g., Greenleaf & Wells-Papanek, 2005)

Elements of Good Reading Instruction

✔ What are the major elements of reading instruction?

✔ What does research say is the most effective way to teach reading?
Evidence-Based Instruction
Participant’s Handout

Interventions for Phonemic Awareness

• Early exposure to sounds, language, rhythms (e.g., Strickland, 1991)
• Reading aloud to the child (e.g., Adams, 1990)
• Opportunities to play with sounds (e.g., Adams, 1990)
• Daily practice with language (e.g., Bridge, Winograd, & Haley, 1983)
• Explicit, systematic instruction using a synthetic phonics program (e.g., National Reading Panel, 2000)

Interventions for Decoding

• Explicit, systematic, synthetic phonics program (e.g., National Reading Panel, 2000)
• Decodable texts for daily practice (e.g., Meyer & Felton, 1999)
• Books on tape (e.g., Carbo, 1989)
• Teaching high frequency words (e.g., Ehri, 1998)
• Word recognition strategies (e.g., Moats, 1999)

Teach High-Frequency Words (Dolch or Fry)

Teach Word Recognition Strategies

• Glass-Analysis for Decoding
• Look-Spell-See-Write
• Games & activities
• Word Walls

Interventions for Vocabulary

• Text talks (e.g., Beck & McKeown, 2001)
• Semantic feature analysis (e.g., Pittelman, Heimlich, Berglund, & French, 1991)
• Explicit word instruction (e.g., Graves, Juel, & Graves, 2004)
• Increase time spent reading (e.g., Mastropieri, Leinart, & Scruggs, 1999)
• Read for different purposes (e.g., National Reading Panel, 2000)

✓ Semantic Feature Analysis

Place a + in the cell if the animal has the feature listed.
Place a – if the animal does not have the feature listed.

<table>
<thead>
<tr>
<th></th>
<th>Cold-blooded</th>
<th>Warm-blooded</th>
<th>Has hair</th>
<th>Lays eggs</th>
</tr>
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<tr>
<td>Mammal</td>
<td></td>
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<td></td>
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<tr>
<td>Reptile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amphibian</td>
<td></td>
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</tr>
</tbody>
</table>
Evidence-Based Instruction
Participant’s Handout

✓ Graphic for Vocabulary Building

| _______________________________ | _______________________________ |
| _______________________________ | (Synonym)                        |
| (Definition)                    |                                |

Prohibit

| _______________________________ | (Sentence or illustration) |
| _______________________________ |                            |
| (Antonym)                      |                            |

- Synonyms/Antonyms
- Graphics (visuals)
- Semantic maps
- KIM: Key Idea, Information, Memory Clue
- Explicit instruction in words and word parts

Interventions for Reading Fluency

- Repeated readings (e.g., Begeny & Martens, 2006)
- Taped books (e.g., Carbo, 1989)
- Practicing words in isolation (e.g., Levy, Abello, & Lysynchuk, 1997)
- Choral reading (e.g., Shany & Biemiller, 1995)
- Increase time spent reading (e.g., Mastropieri, Leinart, & Scruggs, 1999)

✓ Fluency is a bridge between _____________ and ______________.

What is reading fluency?

- Accurate and quick reading of text
- Automatic decoding processes requiring little or no conscious attention
- Reads with proper expression (prosody)
- Repeated, monitored, & modeled oral reading is best mode of achieving (Chard, Vaughn, & Tyler, 2002)

Interventions for Reading Comprehension

- Activate prior knowledge (e.g., National Reading Panel, 2000)
- Graphic organizers (e.g., Marzano, Pickering, & Pollock, 2001)
- Self-monitoring strategies (e.g., National Reading Panel, 2000)
- Memory and imagery strategies (e.g., Mastropieri & Scruggs, 1998)
Comprehension is a Complex Process

Most Effective Comprehension Strategies
(National Reading Panel, 2000; Duke & Pearson, 2002)
- Using prior knowledge
- Using graphic and semantic organizers
- Monitoring comprehension
- Answering questions
- Generating questions
- Recognizing story structure
- Using mental imagery
- Summarizing

Graphic Organizers

K-W-L Strategy (Ogle, 1986)

Self-Monitoring Strategies
Good readers monitor their reading, poor readers do not.
1. Does this make sense?
2. Reread
3. Predict
4. Skip, read on, go back
5. Use background knowledge
6. Stop and make a mental picture
References