

Intensive Intervention in Reading

Module 7 Workbook

Qualitative Adaptations for Teaching
Comprehension

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Module 7 Checklist

Section	Assignment	Workbook	Online	Classroom Application
Introduction	Video		<input type="checkbox"/> Watch Module 7 Introduction Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
Part 1	Video		<input type="checkbox"/> Watch Module 7 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	7.1	<input type="checkbox"/> Evaluate a Lesson		
	7.2	<input type="checkbox"/> Evaluate a Video		
	7.3	<input type="checkbox"/> Evaluate a Video		
Part 2	Video		<input type="checkbox"/> Watch Module 7 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	7.4	<input type="checkbox"/> Evaluate a Video		
	7.5	<input type="checkbox"/> Evaluate a Lesson		
	Journal Entry		<input type="checkbox"/> Complete Module 7 Journal Entry	

Guided Notes

Introduction

Objectives

In this module, you will learn...

- How to provide effective modeling in intensive comprehension interventions
- How to provide effective practice opportunities in intensive comprehension interventions
- How to elicit frequent responses and provide feedback in intensive comprehension interventions

Part 1

Objectives

You will learn...

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

Explicit Instruction

Modeling is the _____ part of teaching and includes _____ and _____ as well as _____.

Modeling

Modeling: Why We're Learning This

- Students experiencing reading difficulties _____ effective or efficient reading skills and 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
- _____ the skill/strategy (show the thinking)
- Select appropriate examples to model
- Model _____ (use multiple models)



Activity 7.1 – Evaluate a Lesson

Evaluate the lesson below using the checklist for effective models. Explain why the lesson does or does not meet each criteria.

LESSON 8: Making Inferences

TEACH/MODEL

Explain that as they read, students can think about what they already know from their own lives and what is in the story to make inferences about things or figure out what the author does not say directly.

Use Rabbit Bakes a Cake to model their strategy.

Ask: "How will Rabbit know how to make the cake?"

Model: "I know that many people use recipes, or written directions, when they cook. In the picture, I see that Rabbit is reading a cookbook; cookbooks have recipes in them. So I can make the inferences that Rabbit will use a recipe to make the cake."

Practice/Apply: Remind children to make inferences if they have trouble understanding words or ideas as they read.

Effective Models

- Focus on a singular objectives

- 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 7.2 – Evaluate a Video

Evaluate the video using the checklist for effective models. Explain why the lesson does or does not meet each criteria.

Effective Models

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



Activity 7.3 – Evaluate a Video

Evaluate the video using the checklist for effective models. Explain why the lesson does or does not meet each criteria.

Effective Models

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

Parts 2 & 3

Objectives

You will learn....

- How to provide effective practice opportunities, elicit frequent responses, and provide effective feedback during comprehension instruction.
- How to adapt comprehension instruction to improve these practices.

Practice

Practice: Why We're Learning This

- Successful comprehension requires _____ and _____ application of complex strategies.
- Effective instruction guides students through _____ of these strategies while _____ and _____.

Effective Guided Practice

- Focus on same _____ (using similar examples)
- Guide students through the skill/strategy
- Provide _____ amount of guidance (based on _____)
- Provide clear _____

Supporting Practices

- Asking the right questions
- Eliciting frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

Eliciting Responses and Feedback: Why We're Learning This

Eliciting Frequent Responses = _____

- Select most appropriate response format (_____)
 - _____: verbal, written, gesture
 - _____: individual, pair, group
 - _____: short -----long
- Maximize _____ and _____ to practice

Providing Immediate Specific Feedback = _____

- Provide _____
- Affirm _____
- Correct _____ (and provide additional practice)



Activity 7.4 – Evaluate a Video

Evaluate the video using the checklist for effective guided practice and eliciting responses and providing feedback. Explain why the lesson does or does not meet each criterion.

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 & Providing Feedback

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



Activity 7.5 – Evaluate a Lesson

Evaluate the lesson below using the checklist for effective guided practice and eliciting responses and providing feedback. Explain why the lesson does or does not meet each criteria.

Summarizing

Teach: Ask students to tell the story of a recent class field trip or activity. Ask students: Did you tell every detail about the day, or did you choose the most important ideas? Point out that choosing the most important ideas of a story and telling them in a few sentences is called summarizing.

Practice: Have students reread the first section of today’s selection and have them summarize the section. Invite students to share their summarization with the class.

Introduce: Think about how you would tell someone the story of our recent field trip. Would you tell every single thing, or just the most important parts? Point out that choosing the most important ideas of a story and telling them in a few sentences is called summarizing.

Teach: Read aloud the first two paragraphs of the selection. Model your thinking about summarizing the important ideas:

“Although there are many details in this section, I try to narrow them down to just the most important ideas. Here are three important ideas: Each year, the puffins return to Iceland to lay their eggs and raise chicks. When the puffins get big enough to leave their nests, some become confused and land in the village. Children of the village then help them get to sea.”

(Lesson repeats same modeling and think aloud procedure with the next two paragraphs)

Practice: Read aloud the next two paragraphs of the selection.

Teacher: *“Now you are going to practice summarizing the important ideas. Everyone, what do you do when you summarize?”*

Students: *“You tell just the important ideas.”*

Teacher: *“Yes, that’s right, you just tell the important ideas. Everyone, write down one important idea” (provide wait time) Maria, what is one important idea from these paragraphs?”*

Student: (Student identifies an important idea.)

Teacher: *“Great job telling an important idea. Now, write down another important idea?”*

(Teacher completes this practice example and gives students guided practice with two more examples. Teacher corrects any errors immediately by modeling the correct response and giving students a second opportunity to respond correctly)

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 & Providing Feedback

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

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



Module 7 Journal Entry

Analyze Modeling, Practice, and Supporting Practices.

Select one of the following two videos from the <http://explicitinstruction.org/> website.

- "Read Aloud: Wolf! – Second Grade" (<http://explicitinstruction.org/video-elementary-video-3/>)
- "Vocabulary and Background Knowledge Frontloading – Fifth Grade" (<http://explicitinstruction.org/video-secondary-main/9-vocabulary-and-background-knowledge-frontloading-5th-grade/>)

Identify which video you selected and answer the questions below. As you design the video, be as specific as you can about any detail related to vocabulary and comprehension.

1. Describe how the teacher models and practices language comprehension 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?
3. How does the quality of the instructional model, practice, and supporting practices affect student reading performance?
4. Based on this module, discuss how you would improve the instruction used in the teacher's lesson. If you were working with the teacher as an instructional coach, what are your recommendations, based on the module 7 checklist, to help the teacher improve his/her instruction?

Use the space below to jot down your thoughts. Then, post your response online.
