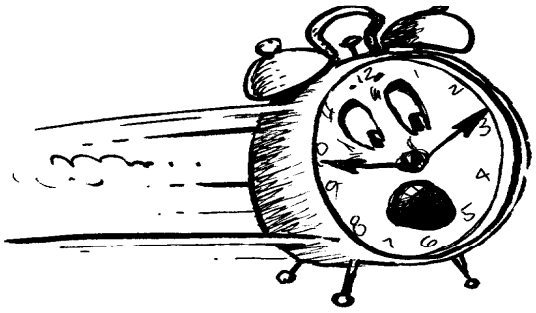
Principles of Effective Instruction

Leadership Training
February 10, 11 & 12 2015

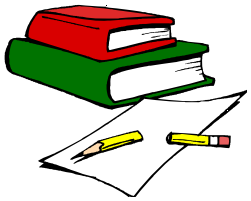
"America's future walks through the doors of our schools everyday." *Mary Jean LeTendre*

Mike Coyne, Ph.D.
Carol Dissen, MS

Leadership for Literacy Agenda



Handout: p. 2



Materials

1. Leading Literacy Change Book
2. Binder - February Tab
3. Flash Drive
4. HILL website - http://bit.ly/CTLLResources

Handout: p. 3

Expected Outcomes for Today

1. Overview of Principles of Effective Instruction
2. Enhancing Tier 1 and Tier 2 Instruction
4. Explicit Teaching Routines

Handout: p. 3

Principles of Effective Instruction

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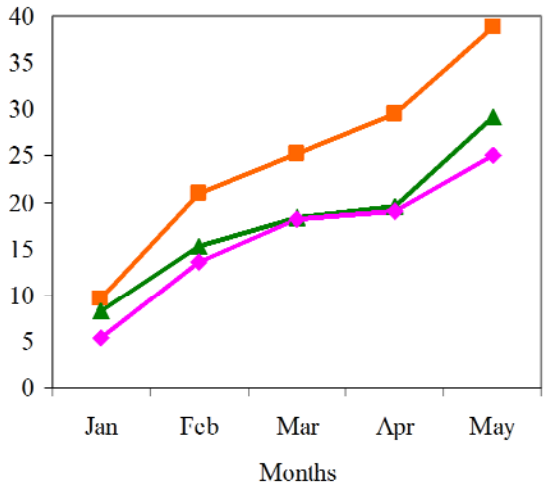
Why do some students learn more, faster?

Observed Growth in Reading Skills



What is the *same* between these groups?

- *Student characteristics*
- *Reading content*
- *Teacher expertise*
- *Learning time*

What is *different* between these groups?

- *Quality of instruction*

Instructional Perspective on Teaching and Learning

- An instructional perspective involves framing problems in terms of variables that the teacher controls (instruction)
- Instruction is central to student achievement
- We can teach the skills, strategies, and content that students need to know to experience success
- The quality of instruction impacts learning
  - *"The more carefully skills are taught, the greater the possibility that the student will learn them"*

Learning is under "instructional control."

Instructional Perspective on Teaching and Learning

Two Very Different Questions:

1. "What is it about this ***student*** that makes her unable to learn?"
2. "What is it about this ***instruction*** that makes this student unable to learn?"

Effective Instruction

Principles of Instruction

- **What to teach**
  - Big Ideas
- **How to teach**
  - Conspicuous (Explicit) Instruction
  - Scaffolded Instruction
  - Opportunities to Practice with Corrective Feedback

Big Ideas

Explosion of information

Schools are pressured to expose students to information on a surface level rather than teach concepts and relationships in ways that result in a depth of understanding

Especially for diverse learners, who have to learn more in less time, teaching for exposure is a recipe for continued failure

Big Ideas

Big ideas are the fundamental concepts and principles that facilitate the most efficient and broadest acquisition of knowledge within an academic area

Big ideas focus attention on the most relevant aspects of a content area and function as anchoring concepts within which “small” ideas can often be taught and understood

Big Ideas

The concept of big ideas…

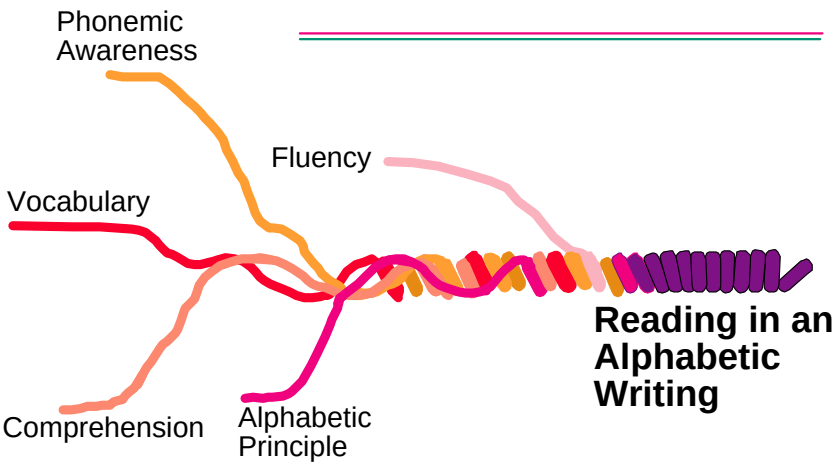
…assumes not all curriculum objectives and related instructional activities contribute equally to learning

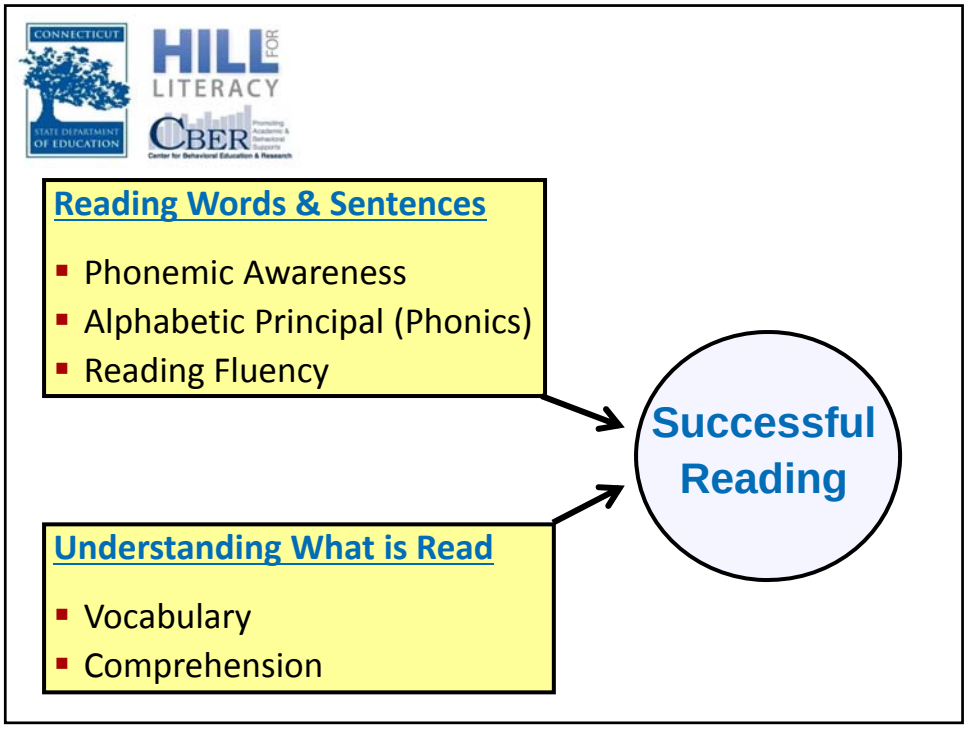
…focuses instruction on the most important ideas and concepts in a subject

…allows for the most effective and efficient use of limited and valuable time

Examples

Big Ideas in Beginning Reading





Dimensions of Phonological Awareness

- rhyming
- segmenting sentences into words
- clapping syllables in words
- blending syllables into words
- blending sounds into words
- isolating first sounds
- isolating last sounds
- isolating medial sounds
- phoneme segmentation
- first sounds substitution
- syllable manipulation
- syllable substitution
- phoneme manipulation

Essential Phonological Awareness Skills

"Big Ideas"

Blending at the phoneme level

- Putting individual sounds together to make a spoken word

/fff/ - /iii/ - /nnn/ → fin

Segmenting at the phoneme level

- Pulling individual sounds apart in a spoken word

fin → /fff/ - /iii/ - /nnn/

Big Ideas & Common Core?

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Instructional Perspective on Teaching and Learning

What we teach matters

How we teach also matters!

- For students experiencing learning difficulties, how we teach important skills and strategies may be even more important that what we teach.

Conspicuous Instruction

Although some students are able to infer independently the skills and strategies necessary for successful learning, many students, especially those experiencing learning difficulties, will not discover effective or efficient strategies without instruction

The strategies that expert learners rely on are effectively hidden from students experiencing learning difficulties

The role of instruction, therefore, is to let these students "in on the secret" of academic success by making essential concepts, skills, and strategies conspicuous.

Conspicuous Instruction

Conspicuous instruction:

- Teaches concepts, skills, and strategies **directly, explicitly, and systematically** in a series of carefully sequenced steps.
- Uses **clear and consistent language** to reduce confusion and prevent misunderstanding.
- Includes extensive teacher **modeling**. At every stage in the learning process, teachers explain and demonstrate skills and strategies multiple times before asking students to perform them independently.

Conspicuous Instruction

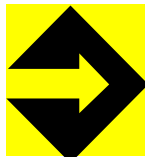
Research studies have consistently found that explicit instruction produces greater effects than implicit or embedded instruction in which students needed to infer skills or instruction in which skills were left to natural development

Few can deny the personal gratification inherent in possessing an effective strategy for solving problems on one's own, or the terrible frustration inherent in the failure to discover such strategies

Conspicuous Instruction

For higher-performing students, conspicuous strategies may be primarily the difference between learning strategies in a timely fashion or not. For many students with diverse learning needs, and for many students who are normally achieving, conspicuous strategies are quite likely the difference between learning and not learning

Teaching not ***Testing***



Examples

Conspicuous Instruction

Phonemic Awareness: modeling

Example:

"We are going to learn how to say the first sound in a word."

(Put down 2 pictures that begin with different sounds and say the names of the pictures.)

"My turn to say the first sound in *man*, /mmm/. *Mmman* begins with /mmm/."

"Everyone, say the first sound in *man*, /mmm/."

Conspicuous Instruction

Phonemic Awareness: modeling

Non-Example:

"We are going to learn how to say the first sound in a word."

(Put down 2 pictures that begin with different sounds and say the names of the pictures.)

"Who can tell me the first sounds in these pictures?"

Conspicuous Instruction

Phonemic Awareness: clear and consistent wording

Example:

"The first sound in *"Mmman* is /mmm/. Everyone, say the first sound in *man*, /mmm/."

Non-Example:

"*Man* starts with the same sound as the first sounds in *mountain*, *mop*, and *Miranda*. Does anyone know other words that begin with the same sound as *man*?"

Scaffolded Instruction

Students with intensive learning needs require substantial supports to gain cognitive access to the complexities of information.

Instructional scaffolding is support that teachers and materials provide learners during instruction.

Scaffolds are mediated by the specific needs of the learner and are gradually withdrawn once mastery is demonstrated so that students can begin to apply skills independently.

Scaffolded Instruction

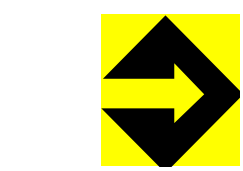
Scaffolded instruction:

- Introduces concepts and skills **systematically**, beginning with easier tasks and progressing to more difficult tasks over time.
- Careful and intentional **example selection**:
  - Introduction?
  - Guided Practice?
  - Independent Practice?

Scaffolded Instruction

Scaffolded instruction:

- Reinforces and builds on previously taught and learned information.
- Introduces a **manageable amount of information** at a time and separates potential confusing concepts.
- Includes **material supports** such as graphic organizers, procedural facilitators, and concrete manipulatives.



Examples

Phonics: Decoding

m	u	d

Watch me read this word. I'll touch each letter and say its sound. I won't stop between sounds. */mmm/-/uuu/-/d/* Now I'll say it fast – *mud* The word is mud.

Now it's your turn to read this word. I'll touch each letter and you say its sound. Don't stop between sounds.
/mmm/-/uuu/-/d/ Now say it fast – *mud* You read the word mud!

Phonics: Decoding

f	i	n

Now it's your turn to read this word on your own. I'll touch each letter and you say its sound. Don't stop between sounds.

/fff/-/iii/-/nnn/ Now say it fast – *fin* You read the word fin!

Word Study Skill: Phonics

Teaching Vowels

Use Charts 7 and 8 or write the following on the board.

Teach:

Use these examples to introduce students to the vowel combination "oo"

Charts 7 and 8

bean	feather	book	soon
beak	ready	cook	boot

1. I wanted to watch my little brother, so I made him walk ahead of me.
2. Jeff didn't like to walk, so he ran instead.
3. He was so excited when he saw the bears that he squealed loudly.
4. The noise scared the bear, and he shook the bars on his cage.
5. I loved the zoo the first time I saw it, so I understood how Jeff felt.

Multiple Opportunities to Practice with Corrective Feedback

To become proficient in the application of newly acquired skills and strategies, students need multiple opportunities to practice

Instruction should maximize student opportunities to "respond"

- Rapid pacing to optimize engagement
- Group responses
- Small groups, Peer practice

Multiple Opportunities to Practice with Corrective Feedback

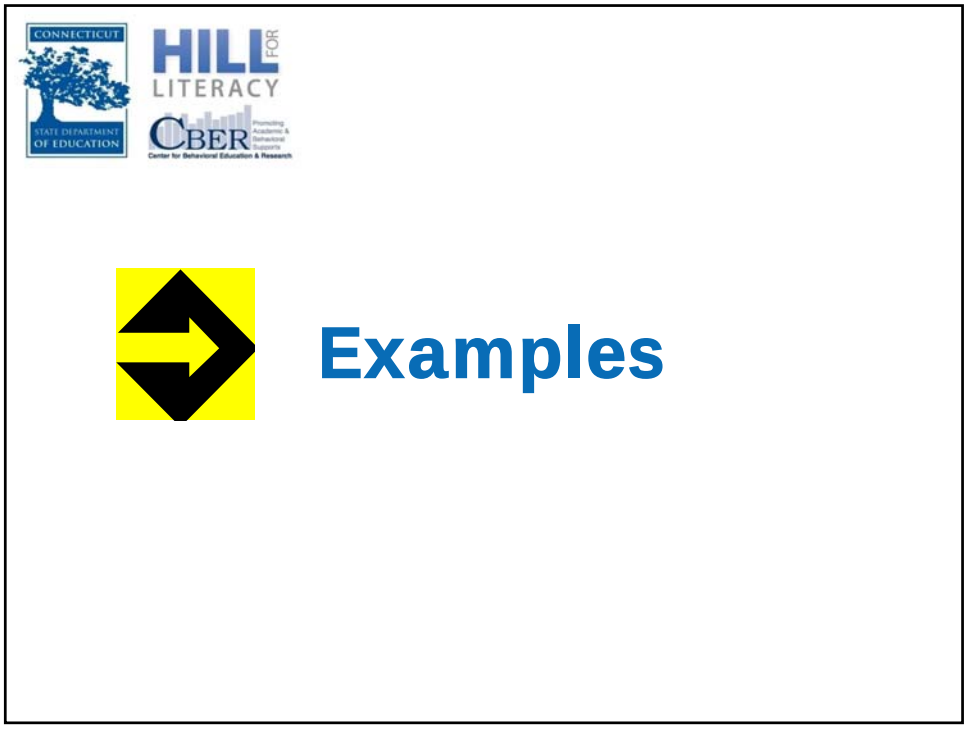
High quality feedback is immediate, individualized, and content specific.

Specific positive reinforcement

"Great job reading the word "moon"

A key feature of instructional feedback is error correction.

- Provide correct answer
- Provide additional opportunity
- Come back to missed example later in lesson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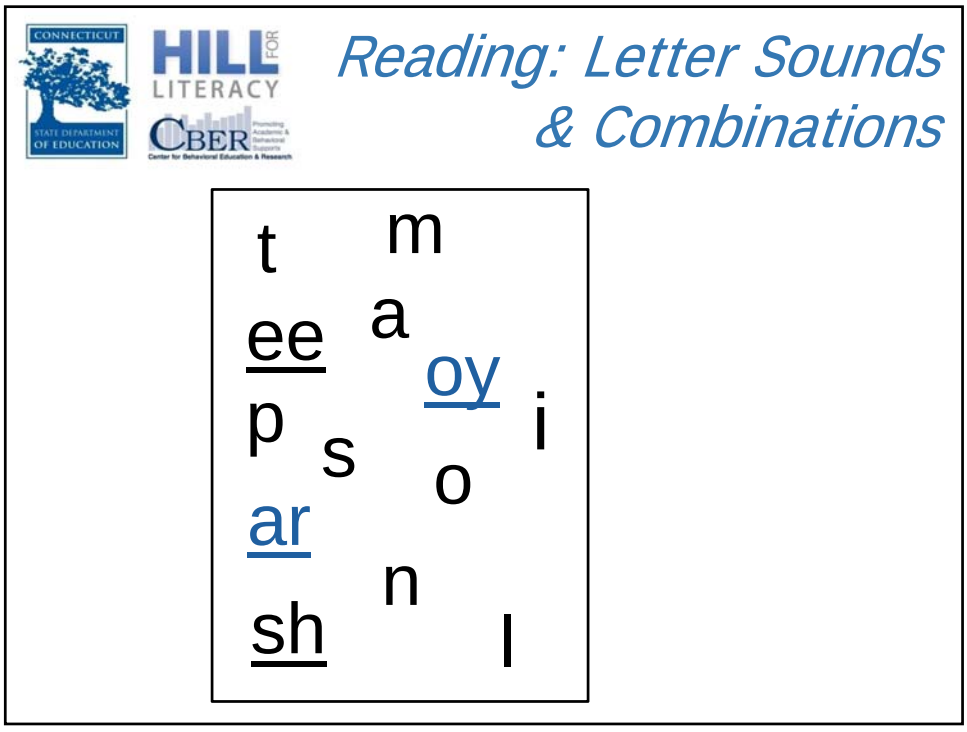
Examples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Reading: Letter Sounds & Combinations
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Reading Comprehension: Vocabulary

Picture Activity - Examples & Non-Examples: *Fleet*

In this activity, students decide if pictures are examples or non-examples of the target word.

Introducing the activity

- **Let's play a game about our magic word fleet. I'll show you some pictures. If you think the picture shows something really fast, or fleet, put your thumbs up like this and whisper, "That's fleet!" If the picture doesn't show something fleet, put your thumbs down like this and don't say anything.**

Picture Activity - Examples & Non-Examples: *Fleet*

Showing the pictures

Show the picture (running kids) **Do these kids look fast or fleet?**

If you put your thumb up like this and said, "That's fleet", you're right! The kids in this picture look fast, or fleet. "The fleet boys ran out of the water."

Picture Activity - Examples & Non-Examples: *Fleet*

Show the picture (turtle) **Does this turtle look fast, or <u>fleet</u>?**

If you put your thumb down like this, you're right! The turtle doesn't look fast, or <u>fleet</u>. "The turtle moved very slowly over the ground."

Picture Activity - Examples & Non-Examples: *Fleet*

Show the picture (cheetah) **Does this cheetah look fast, or <u>fleet</u>?**

If you put your thumb up like this and said "That's <u>fleet</u>", you're right! The cheetah in this picture looks fast, or <u>fleet</u>. "Cheetahs are <u>fleet</u> animals."

Picture Activity - Examples & Non-Examples: *Fleet*

Show the picture (jets) **Do these jets look fast, or <u>fleet</u>?**

If you put your thumb up like this and said "That's <u>fleet</u>", you're right! The jets in this picture look fast, or <u>fleet</u>. "The <u>fleet</u> jets streaked across the sky."

Picture Activity - Examples & Non-Examples: *Fleet*

Show the picture (baby) **Does this baby look fast, or <u>fleet</u>?**

If you put your thumb down like this, you're right! The baby doesn't look fast, or <u>fleet</u>. "The little baby had just learned to crawl."

Providing Individual Turns
(Choose a picture game)

- **Let's play another game about our magic word <u>fleet</u>. You'll get to choose a picture and tell whether it shows something really fast, or <u>fleet</u>.**
- Mix up and place the <u>fleet</u> pictures (examples & non-examples) face down on the table. Have individual students choose a picture and turn it over. Ask: **Does this picture show something that is <u>fleet</u>?**

Scaffolding Student Responses & Error Correction

If student answers <u>correctly</u>, say:	**Yes, that's right!** (and follow up) **Why does/doesn't this picture show something that is <u>fleet</u>?** (Students should say something like: "Jets are really fast/<u>fleet</u>!" or "A baby is slow!")
If student answers <u>incorrectly</u>, say:	**This picture does/doesn't show something that is <u>fleet</u>, because it does/doesn't show something that is fast. Let's try again, does this picture show something that is <u>fleet</u>?**

Tell About a Picture - Fleet

Scaffolding Student Reponses & Error Correction

If the student says a sentence without the target word, say:	**"Great sentence! Can you say it again using our magic word, fleet "** If not, model a sentence and ask the student to repeat it.
If the student says a very short sentence, say:	**"Great job telling about the picture! Can you tell me a little more?"** If not, model a sentence and ask the student to repeat it.
If the student cannot say a sentence on their own, say:	**"Can you say, 'The boys are fleet!' "**

Principles of Effective Instruction

Explicit Instruction
- Clear and concise language
- Modeling of skills and strategies

Scaffolded Instruction
- Careful example selection (easy to hard)
- Reasonable amount of information
- Material scaffolds

Opportunities to Practice with Corrective Feedback
- Maximize opportunities to respond
- Specific feedback

Curriculum Example: Identifying the Main Idea

Example:

Tell students that it is impossible to remember everything that they read – especially when they are reading expository text. Explain that learning how to identify the most important, or main, idea of a passage will make it easier for them to remember what they read. Point out that a main idea can be summed up in one sentence.

Say: *"We are going to figure out the main idea of a group of sentences. There are two steps in thinking of a main-idea sentence. First we name the person in the paragraph. Second, we will tell the main thing that the person did in all the sentences."*

(From Honig, Diamond, & Gutlohn, 2000)

Curriculum Example: Identifying the Main Idea

Example (cont.):

Albert Einstein enjoyed sailing. He liked to play the violin. He had fun putting together jigsaw puzzles. He liked riding his bicycle everywhere.

Say: "I'll come up with a sentence that tells the main idea. First, I have to name the person the sentences are about. That's easy. The sentences are about Albert Einstein. Then, I have to figure out how all the things that Albert Einstein did are related to each other. Hmmm, I think he enjoyed all of them. That's it, that's the main idea: Albert Einstein enjoyed doing many different things."

(The teacher then models applying the strategy and thinking aloud to two other different passages.)

Curriculum Example: Identifying the Main Idea

Example (cont.):

When Benjamin Banneker was twenty-one, he took apart a pocket watch to see how it worked. He built a clock entirely out of wood, carving all the gears by hand. He also built the first American-made striking clock.

Teacher: *"Now you are going to practice telling the main idea.* (Reads the paragraph aloud as students follow along.) *What is the first step?"*
Student: *"First, I name the person in the sentences."*
Teacher: *"Yes, that's right. Who is the person?"*
Student: *The person is Benjamin Banneker*
Teacher: *"Great job naming the person. Now, what is the second step?"*

Curriculum Example: Identifying the Main Idea

Example (cont.):

Student: *The next step is to tell what the person did in the first sentence."*

Teacher: *"The next step is to tell what the person did in **all** the sentences. What is the second step?"*

Student: *"Oh yeah, the next step is to tell what the person did in all the sentences. Let's see, all the sentences seem to be about clocks or making clocks. I think the main idea sentence would be Benjamin Banneker built clocks."*

Teacher: *"Very good! Excellent job telling the main idea!"*

(The teacher then gives students opportunities to practice in other different passages.)

Instructional Perspective on Teaching and Learning

- Developing instructional lessons, tools, and materials
- Modifying instructional lessons, tools, and materials
- Selecting instructional lessons, tools, and materials

Enhanced Core Reading Instruction

Presented by Carol Dissen

February 2015

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Enhanced Core Reading Instruction (ECRI)

- Transparency: Hallmark of Rigorous Research
  - Center on Teaching and Learning
    - Report to VPRI
  - Officer Of Administration
  - Enhanced Core Reading Instruction (ECRI)
    - Funded by IES
    - Primary mission of IES: fund and promote research that improves student outcomes and understand factors that impede student learning and performance.
    - $5.1 million/5 years
    - Positive Impact Data: information, materials, programs, etc.

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Enhanced Core Reading Instruction (ECRI)

- ECRI
  - Efficacy testing 44 schools/145 teachers
  - Author
  - Royalties
  - Publisher
  - Copyright through the U of O
  - Efficacy and fidelity to improve the product

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Enhanced Core Reading Instruction (ECRI)

The idea behind ECRI is that we can make Tier 1 and Tier 2 intervention more effective for at-risk readers by enhancing the core reading program by:

- focusing on critical content
- being clear and systematic
- providing deliberate and frequent practice

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Enhanced Core Reading Instruction (ECRI)

How can we enhance core reading instruction?

Our goal with enhancements of core reading instruction is to take a good product (i.e., your core reading program) and make it even more effective by adding instructional enhancements (e.g., practice opportunities, highly focused and purposeful use of instructional language, explicit instructional routines, and strategies to improve student engagement).

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Increasing Explicitness Through Instructional Routines

- Learning objectives are identified and articulated;
- Teacher explanations are clear and direct;
- Teacher models are conspicuous with quick visual demonstrations or verbal directions;

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Increasing Explicitness Through Instructional Routines

- Guided and independent practice opportunities are greatly increased to facilitate deliberate and highly accurate practice opportunities for all students;
- Previously learned material is revisited and reviewed;

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Increasing Explicitness Through Instructional Routines

- Teachers monitor closely for errors and provide immediate error correction with a later “re-test” for the correct response; and
- Individual turns are provided at the end of each practice set to monitor individual mastery.

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Explicit instructional elements incorporated into each routine:

- Unison Oral Responding
- Pacing
- Teacher Explanation
- Teacher Model
- Signal
- Practice for Students
- Correcting Student Errors
- Check for Understanding

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How Can We Align Intervention For At-Risk Readers With Core Instruction?

ECRI Tier 2 Foundational Skills Intervention:

- The purpose of Tier 2 intervention is to help at-risk readers prepare for Tier 1 instruction in the core reading program.
- Tier 2 intervention is provided in addition to Tier 1 instruction in the core program.

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How Can We Align Intervention For At-Risk Readers With Core Instruction?

ECRI Tier 2 Foundational Skills Intervention:

- The ECRI Tier 2 Intervention covers foundational skills in reading that are directly aligned with the Common Core State Standards (CCSS) and your core a reading program.

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Foundational Skills Lesson

- Irregular Word Reading
- Phonemic Awareness
- Sound-Spelling Introduction and Practice
- Regular Word Reading
- Reading in Connected Text
- Encoding Practice

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Phonemic Awareness

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.2 and 1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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Routines

- Phoneme Blending Routine
- Phoneme Segmentation Routine

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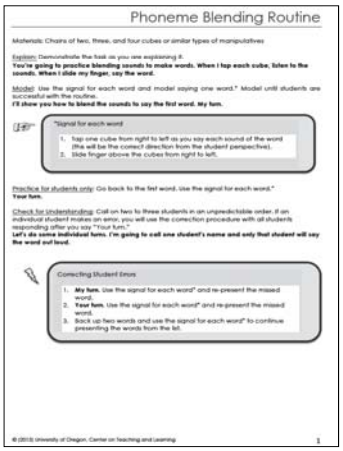
Phoneme Blending Routine



Phoneme Blending Routine

Materials: Chains of two, three, and four cubes or similar types of manipulatives

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word.

Model: Use the signal for each word and model saying one word." Model until students are successful with the routine.
I'll show you how to blend the sounds to say the first word. My turn.

"Signal for each word"
1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

Practice for students only: Go back to the first word. Use the signal for each word."
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud.

Correcting Student Errors
1. **My turn.** Use the signal for each word" and re-present the missed word.
2. **Your turn.** Use the signal for each word" and re-present the missed word.
3. Back up two words and use the signal for each word" to continue presenting the words from the list.

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Phoneme Blending Routine

- Materials
- Explain
- Model
- Students practice
- Signal for each word
- Check for understanding
- Correcting student errors

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Phoneme Blending Routine

Read through the **Phoneme Blending Routine**. Answer the following questions to become familiar with the routine.

1. What is the first thing the teacher does and says to signal for each letter?
Taps on cube (from right to left) and says the sound of the letter.

2. How much wait time is needed before signaling for students to respond?
No wait time.

3. What signal is used to elicit the students to respond?
Slide finger above the cubes.

4. How are the student errors corrected?
Say, "My turn," Re-present word. Say, "Your turn." Re-present word. Back up two words and continue presenting.

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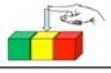
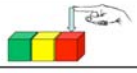
Phoneme Blending Routine

For example, when presenting the word cat:

	1. The teacher *taps* the top of the first cube on the right from the teacher perspective (on the left for students) and says, "/c/." When the teacher *taps* the top of each cube, her or his finger briefly hits the top of the cube and immediately comes back off.
	2. The teacher *taps* the top of the next cube and says, "/a/."
	3. The teacher *taps* the top of the next cube and says, "/t/."
	4. The teacher *slides* her or his finger above the cubes. The *slide* is quick and just above the cubes from right to left (this will be from left to right from the student perspective).
	5. Students respond, "cat."

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Phoneme Blending Routine

- Teacher/Student Practice
- Prepare a chain of 4 cubes
- Write the list of practice words on a sticky note:

cat (3)	list (4)
fit (3)	car (2)
swim (4)	band (4)
race (3)	spill (4)

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Sound-Spellings

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Letter Name Routine
- Sound-Spelling Card Introduction and Practice Routine
- Sound-Spelling Review: Beginning Routine
- Sound-Spelling Review: Advanced Routine

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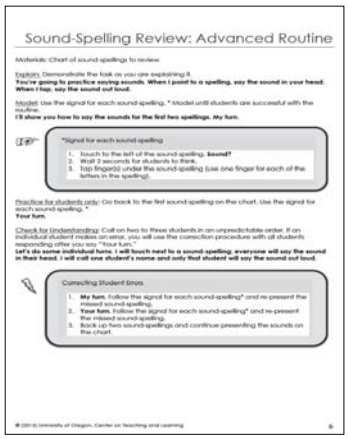
Sound-Spelling Review: Advanced Routine


Sound-Spelling Review: Advanced Routine

Materials: Chart of sound-spellings to review

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud.

Model: Use the signal for each sound-spelling. * Model until students are successful with the routine.
I'll show you how to say the sounds for the first two spellings. My turn.

"Signal for each sound-spelling
1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a sound-spelling, everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.

Correcting Student Errors
1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

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Sound-Spelling Review: Advanced Routine

- Materials
- Explain
- Model
- Students practice
- Signal for each word
- Check for understanding
- Correcting student errors

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Sound-Spelling Review: Advanced Routine

Read through the **Sound-Spelling Review: Advanced Routine**. Answer the following questions to become familiar with the routine.

1.What is the first signaling procedure used?
Touch to the left of the sound-spelling

2.How much wait time is needed before signaling for students to respond?
Two seconds

3.What signal is used to elicit the students to respond?
Tap under the sound-spelling

4.How are student errors corrected?
Say, "My turn." Re-present the missed sound spelling using the signaling procedure.
Say, "Your turn." Re-present the missed sound spelling using the signaling procedure.
Back up two words and continue presenting the words on the chart.

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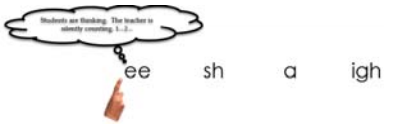
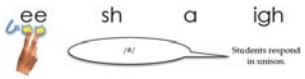
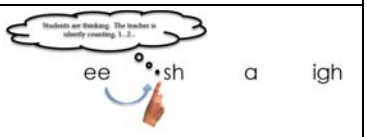
Sound-Spelling Review: Advanced Routine

For example:

Teacher: *Touch* to the left of the first sound-spelling. **Sound?** Wait for two seconds.	
Teacher: Lift finger and *tap* using two fingers (one finger under each letter) to signal students to respond.	
Teacher: Move finger to touch to the left of the next sound-spelling. **Sound?**	

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Sound-Spelling Review: Advanced Routine

- Teacher/Student Practice
- Write the sound-spellings on a chart:

Practice sound-spelling chart:

ee	sh	a	igh
ow	a	sh	ee
igh	ee	ow	a

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Irregular Words

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Irregular Word Reading Routine

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Decoding Regular-Spelled Words

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Blending Routine 1: Continuous
- Blending Routine 2: Sound-by-Sound
- Regular Word Reading Routine

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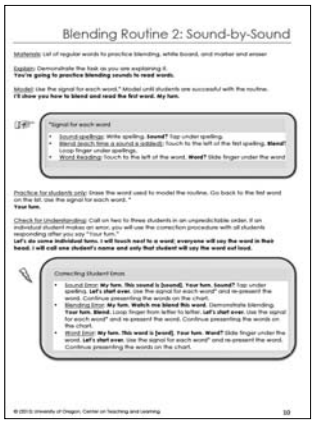
Blending Routine 2: Sound-by-Sound


Blending Routine 2: Sound-by-Sound

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Blending Routine 2: Sound-by-Sound

- Materials
- Explain
- Model
- Students practice
- Signal for each word
- Check for understanding
- Correcting student errors

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Blending Routine 2: Sound-by-Sound

Read through **Blending Routine 2: Sound-by-Sound** . Answer the following questions to become familiar with the routine.

1.When are the words written that the students will use to practice blending?
During instruction

2.What signal is used to elicit the students to say the sound of each spelling?
"Sound?" Tap under the spelling.

3.What signal is used to elicit the students to blend each time a sound is added?
"Blend." Loop under the group of sound-spellings.

4.What signal is used to elicit the students to say the word?
"Word?" Slide finger under the word.

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Blending Routine 2: Sound-by-Sound

Read through **Blending Routine 2: Sound-by-Sound** . Answer the following questions to become familiar with the routine.

5.Is there a wait time given for students to think during this routine?
No wait time

6.How are student errors corrected?
Say, "My turn. Watch me blend this word." Demonstrate blending. Say, "Your turn. Blend." Loop finger from letter to letter. Say, "Let's start over." Re-present the word and continue presenting the words on the chart.

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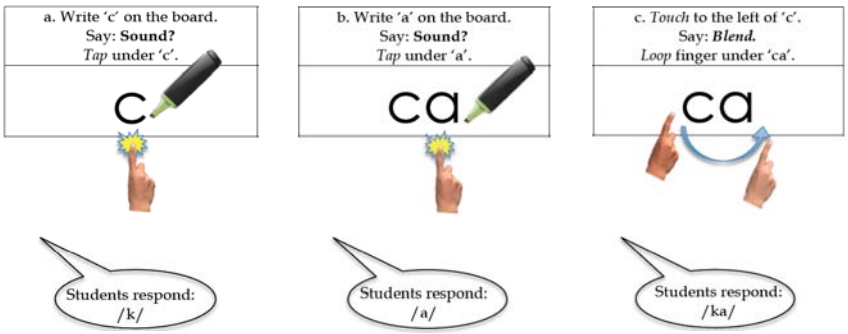
Blending Routine 2: Sound-by-Sound

For example:



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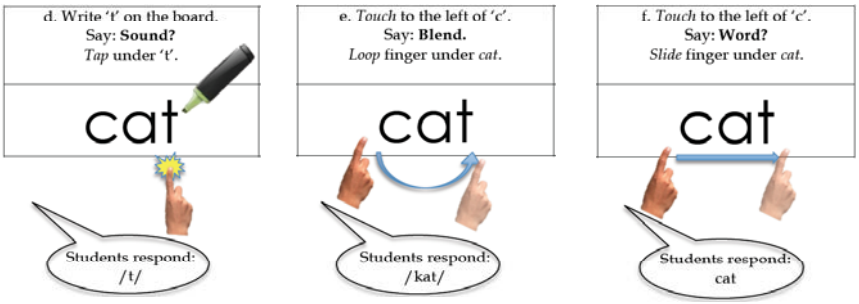
Blending Routine 2: Sound-by-Sound

For example:



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Blending Routine 2: Sound-by-Sound

- Teacher/Student Practice
- Write the practice words on a piece of paper or sticky note and put in front of you:

cat	brick	grass
meet	jumped	must
gate	shore	cent

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Advanced Word Reading

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Blending Routine 3: Spelling-Focused
- Affix Review Routine
- Blending Routine 4: Spelling-Focused Multisyllabic
- Contraction Introduction and Practice Routine

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Encoding of Regularly-Spelled Words

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Dictation Routine 1: Introductory
- Dictation Routine 2: Advanced

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Decodable Text

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.3, 1.3, 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

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Routines

- Decodable Text Routine 1: Introductory
- Decodable Text Routine 2: Intermediate
- Decodable Text Routine 3: Advanced

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Fluency in Connected Text

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Common Core State Standards

- CCSS.ELA-Literacy.RF.K.4: Read emergent-reader texts with purpose and understanding.
- CCSS.ELA-Literacy.RF.1.4, 2.4, 3.4, 4.4 and 4.5: Read with sufficient accuracy and fluency to support comprehension.

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Routines

- Decodable Text Fluency Practice Routine

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Vocabulary

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Common Core State Standards

- CCSS.ELA-Literacy.L.K.4, 1.4, 2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.
- CCSS.ELA-Literacy.L.K.5, 1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

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Routines

- Unison Choral Response Routine
- Partner Response Routine
- Vocabulary: Specific Word Routine

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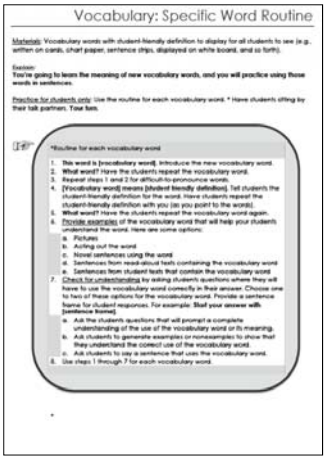
Vocabulary: Specific Word Routine


Vocabulary: Specific Word Routine

Materials: Vocabulary words with student-friendly definition to display for all students to see (e.g., written on cards, chart paper, sentence strips, displayed on white board, and so forth).

Explain:
You're going to learn the meaning of new vocabulary words, and you will practice using those words in sentences.

Practice for students only: Use the routine for each vocabulary word. * Have students sitting by their talk partners. Your turn.

*Routine for each vocabulary word

1. This word is [vocabulary word]. Introduce the new vocabulary word.
2. What word? Have the students repeat the vocabulary word.
3. Repeat steps 1 and 2 for difficult-to-pronounce words.
4. [Vocabulary word] means [student friendly definition]. Tell students the student-friendly definition for the word. Have students repeat the student-friendly definition with you (as you point to the words).
5. What word? Have the students repeat the vocabulary word again.
6. Provide examples of the vocabulary word that will help your students understand the word. Here are some options:
   a. Pictures
   b. Acting out the word
   c. Novel sentences using the word
   d. Sentences from read-aloud texts containing the vocabulary word
   e. Sentences from student texts that contain the vocabulary word
7. Check for understanding by asking student questions where they will have to use the vocabulary word correctly in their answer. Choose one to two of these options for the vocabulary word. Provide a sentence frame for student responses. For example: Start your answer with [sentence frame].
   a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
   b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
   c. Ask students to say a sentence that uses the vocabulary word.
8. Use steps 1 through 7 for each vocabulary word.

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Vocabulary: Specific Word Routine

- Materials

scrawled	written quickly but not carefully
marvelous	great; wonderful
proud	feeling very pleased about something

- Explain
- Model
- Students practice
- Signal for each word

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Vocabulary: Specific Word Routine

- Check for understanding
- Correcting student errors

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Vocabulary: Specific Word Routine

Read through the **Vocabulary: Specific Word Instruction Routine**. Answer the following questions to become familiar with the routine.

1.When does the teacher repeat steps 1 and 2 of the routine for each vocabulary word?

When the word is difficult to pronounce.

2.List options for providing examples of each vocabulary word?

Pictures, acting out, novel sentences using the word, sentences from the read-aloud texts, or sentences from the student texts.

3.What does the teacher provide to the students to use in their sentence responses using the new vocabulary word?

A sentence frame, or sentence starter.

4.How are student errors corrected?

My turn (provide word and student-friendly definition). Provide any necessary scaffolds or supports. Your turn (have the student say a sentence using the word).

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Vocabulary: Specific Word Routine

For example:

scrawled	written quickly but not carefully

Step 1: Introduce the Word	The word is *scrawled*. What word? (Students respond chorally following the **Unison Choral Response Routine** discussed above.)
Step 2: Student Friendly Definition	*Scrawled means written quickly but not carefully.* *What does scrawled mean?* (Students respond chorally following the **Unison Choral Response Routine** discussed above.)
Step 3: The teacher illustrates the Word with Examples and Nonexamples	*Picture: Grocery List* *Acting Out: Demonstrate scrawled writing on the board.* *Sentences:* *I found a scrawled note on the counter to remind me to let the dog outside before I left home.* *I saw a girl scrawl a note on her hand to remind herself what she needed to buy at the store.* *I found a scrawled note, but I couldn't read it since it wasn't written carefully.* *Many of the students scrawled their answers on a test, and the teacher couldn't read the answers.* *Sentence from Student Text:* *Ben scrawled his phone number on a piece of paper and handed it to Mike.*
Step 4: Check Students' Understanding	*Write examples and nonexamples of scrawled writing on the board. Use Unison Choral Response of "scrawled" or "not scrawled" to identify the type of writing.* ***Use Partner Response Routine:*** *When would it be okay to scrawl, or not be careful with how you write? Start your sentence with, "It would be okay to scrawl when I write _____."* *When would it not be okay to scrawl, or when do you need to be careful with your writing. Start your sentence with, "It would not be okay to scrawl when I write _____."*

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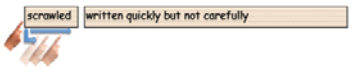
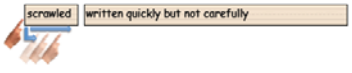
Vocabulary: Specific Word Routine

For example:

Teacher: **This word is scrawled. What word?** *Slide* finger under the word to signal the students to respond in unison.	
Teacher: **Scrawled means written quickly but not carefully.** Touch under each word to signal the students to respond in unison.	
Teacher: **What word?** *Slide* finger under the word to signal the students to respond in unison.	

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Vocabulary: Specific Word Routine

For example:

The teacher provides examples of the word:

Pictures:

Acting out the word:
Watch me scrawl, or write quickly without being careful, what I am going to have for lunch today.

Novel sentences using the word:
Use the word *scrawled* in several sentences to provide examples.

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HILL FOR LITERACY

Vocabulary: Specific Word Routine

For example:

Check to ensure that the students understand the meaning of the word:
I'm going to write something on the board. Then, I will raise my hand and ask, 'Scrawled, or not scrawled?' When I lower my hand, you will answer, 'scrawled' if I wrote it quickly and wasn't being careful, or you will answer, 'not scrawled' if I wrote it carefully.

Students generate examples:
Start your sentence with… It would be okay to scrawl when I write_____.

Students generate non-examples:
Start your sentence with… It would not be okay to scrawl when I write_____.

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Vocabulary: Specific Word Routine

- Teacher/Student Practice
- Use routine steps 1-7 and plan your vocabulary word learning lesson (use the Vocabulary Planning Form).

Practice list (choose one to practice):

proud	feeling very pleased about something
seriously	thoughtful; not joking

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Comprehension

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Common Core State Standards

Key Ideas and Details

- CCSS.ELA-Literacy.RL.k.1: With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.1: Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.k.2: With prompting and support, retell familiar stories, including key details.
- CCSS.ELA-Literacy.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-Literacy.RL.k.3: With prompting and support, identify characters, settings, and major events in a story.
- CCSS.ELA-Literacy.RL.1.3: Describe characters, settings, and major events in a story, using key details.

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Common Core State Standards

Range of Reading and Level of Text Complexity

- CCSS.ELA-Literacy.RL.K.10: Actively engage in group reading activities with purpose and understanding.

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Routines

- Comprehension: Personal Recount Routine
- Getting Started with Comprehension: Narrative Text Routine
- Getting Started with Comprehension: Information Text Routine

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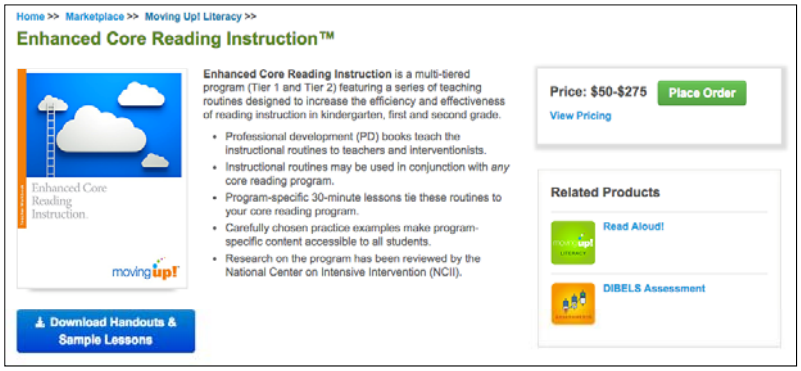
Questions???



https://dibels.uoregon.edu/market/movingup/ecri/

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What to Bring

- Training binder, book and flash drive
- Laptop or tablet
- History of Professional Development Survey or current PD plan
- Master Schedule

Evaluation

- Survey Monkey Link:

  http://bit.ly/CTFeb15Eval

HILL Website

- Follow link below to access all leadership tools, handouts and presentations.

http://bit.ly/CTLLResources