

**Effective Strategies for Intensifying
Instructional Delivery:
Back to the Future**



<http://tinyurl.com/q5x9xg2>

[http://2014engsolinstituteswd.pbworks.com/w/page/87780295/
2014%20English%20SOL%20Institute%20SWD](http://2014engsolinstituteswd.pbworks.com/w/page/87780295/2014%20English%20SOL%20Institute%20SWD)

Advance Organizer



Handouts provided :

Methods for Intensifying Instructional Delivery

Reading Rope Considerations

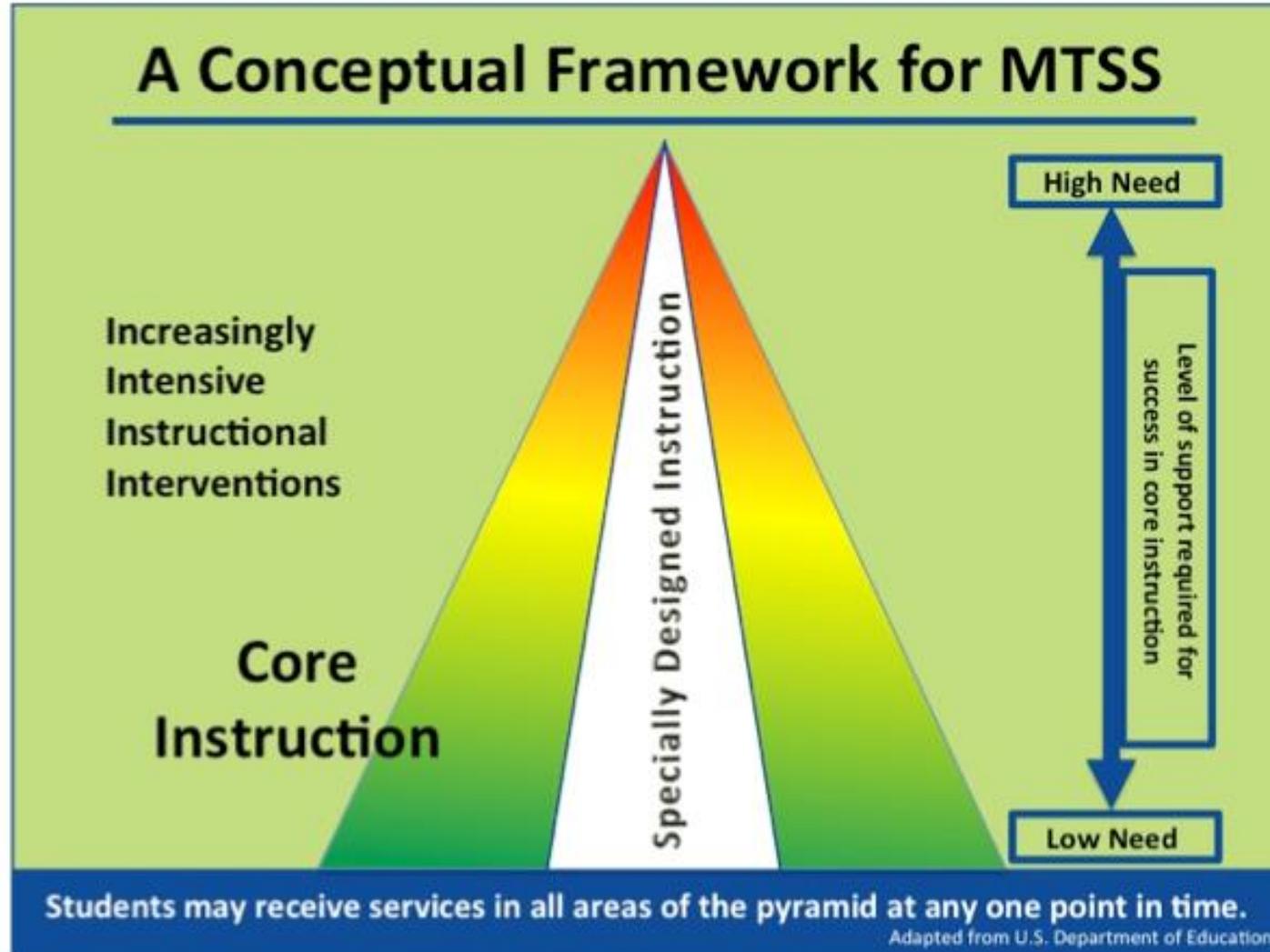
Layers of the English Language

Specially Designed Instruction Resources

Resources for Intensive Intervention for Reading and Writing

Goal: Provide tools and strategies to deliver more intense instruction to meet the needs of students with disabilities and all students

Specially Designed Instruction



Methods to Intensify Instructional Delivery	
Method:	Example from Center on Intensive Instruction Module
1. More modeling with clearer and more detailed explanations.	
2. More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-alouds.	
3. Tasks broken down into smaller steps.	
4. Instruction broken down into simpler segments.	
5. Step by step strategies.	
6. Temporary support gradually reduced over time.	
7. More opportunities for response, practice, and feedback.	

Methods to *Intensify Instructional Delivery*

- #1. More modeling with clearer and more detailed explanations.
- #2. More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-alouds
- #3. Tasks broken down into smaller steps
- #4. Instruction broken down into simpler segments
- #5. Step by step strategies
- #6. Temporary support gradually reduced over time
- #7. More opportunities for response, practice, and feedback.

Intensive Interventions: A Teacher's Toolkit



<http://iitoolkit.rmcwebapp.com/>

Center on Instruction at RMC Research Corporation

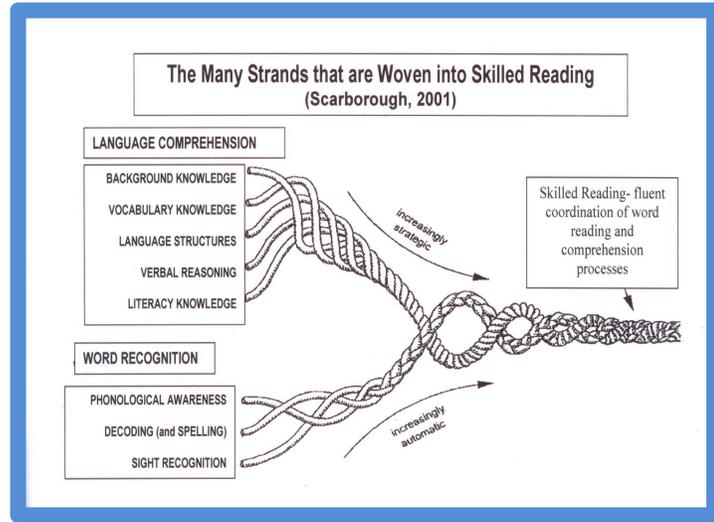
More Intense vocabulary instruction

For those struggling, this needs to be more intense than what is delivered to all students. According to the methods chart, what method might we use? What must we understand?

Historical Layers of English	Sound-Symbol Correspondence	Syllable Patterns	Morpheme Structures	Features of Words	Word Examples	Applicable SOLs
Anglo-Saxon Layer (Grades 1 – 3)	<p>Consonants:</p> <ul style="list-style-type: none"> • Single • Digraphs • Blends <p>Vowels</p> <ul style="list-style-type: none"> • Single short/long • VCe • Vowel team • Vowel-r patterns 	<p>Closed (short or lax vowel)</p> <p>Open (single long or tense vowel)</p> <p>VCe (silent e)</p> <p>Vowel team</p> <p>Consonant-le (oddities)</p>	<p>Compounds (daylight, crabapple)</p> <p>Inflections (-ed, -s, -es, -er, -est, -ing)</p> <p>Base Words (neighbor, eat, heaven, sky)</p> <p>Suffixes (-en, -hood, -ly, -ward)</p>	<p>Short, one syllable words, sometimes compounded</p> <p>Use of vowel teams, silent letters, digraphs, diphthongs in spelling</p> <p>Words for common, everyday things</p> <p>Irregular spellings</p>	<p>sky, earth, moon, sun, water, sheep, dog, horse, cow, hen, head, arm, finger, toe, heart, shoe, shirt, pants, socks, coat, brother, father, mother, sister, hate, love, think, want, touch, does, were, been, would, do</p>	<p>K.4 various, K.6d, K.7b, c, and d, 1.2c and more articulated in EKSP, 1.3, 1.4, 1.6, 1.8c, 1.13c and f, 2.4, 2.5, 2.7, 3.3, 3.4, 4.4, 5.4, 6.4, 7.4, 8.4, 9.3, 10.3, 11.3, 12.3</p>
Latin, French (Romance Layer (Grades 4 – 6)			<p>Prefixes (un-, dis-, re-, pre-, inter-)</p> <p>Roots (form, spect, gress, ject, vis)</p> <p>Suffixes (-ment, -ity, -less, -ful)</p> <p>Latin plurals (alumni, minutiae, curricula)</p>	<p>Norman French ou for /u/</p> <p>Soft c and g when followed by e, i, and y</p> <p>Special endings such as -ine, -ette, -elle, -ique</p> <p>Words for food and fashion, abstract, social ideals, relationships</p> <p>Latin/Romance Multisyllabic words with prefixes, roots, suffixes</p>	<p>amuse, cousin, cuisine, country, peace, triage, rouge, baguette, novice, justice, soup, coupon, nouvelle, boutique</p> <p>firmament, terrestrial, solar, stellar, aquarium, mammal, equine, pacify, mandible,</p>	<p>2.5c, 2.7, 3.3, 3.4, 4.4, 5.4, 6.4, 7.4, 8.4, 9.3, 10.3, 11.3, 12.3</p>

Moats, L. C. (2009). Spellography for teachers: How English spelling works. Boston, MA: Sopris West Educational Services. pp. 17 and 21

Example of Methods #3, #4, and #5



Context Processor

Meaning Processor

Phonological Processor

Orthographic Processor

Word Recognition Strands of the Reading Rope

- Phonological Awareness
- Decoding and Spelling
- Sight Recognition



Speech production

Moats 2009

Writing Output

Reading Input

Multisensory Language Instruction Pilot Program

Superintendent's Memo of April 17, 2015

<http://doe.virginia.gov/administrators/superintendents/memos/2015/093-15.shtml>

Classroom Educator (CE) Orton Gillingham Approach instruction was provided to teachers in Virginia this summer with follow up throughout the 2015 – 2016 school year through the TTACs across the commonwealth and the CE Certification process.

Another cohort will be offered for 2016-2017 school year.



**Academy of
Orton-Gillingham
Practitioners
and Educators**

Incorporated Under New York State Education Law

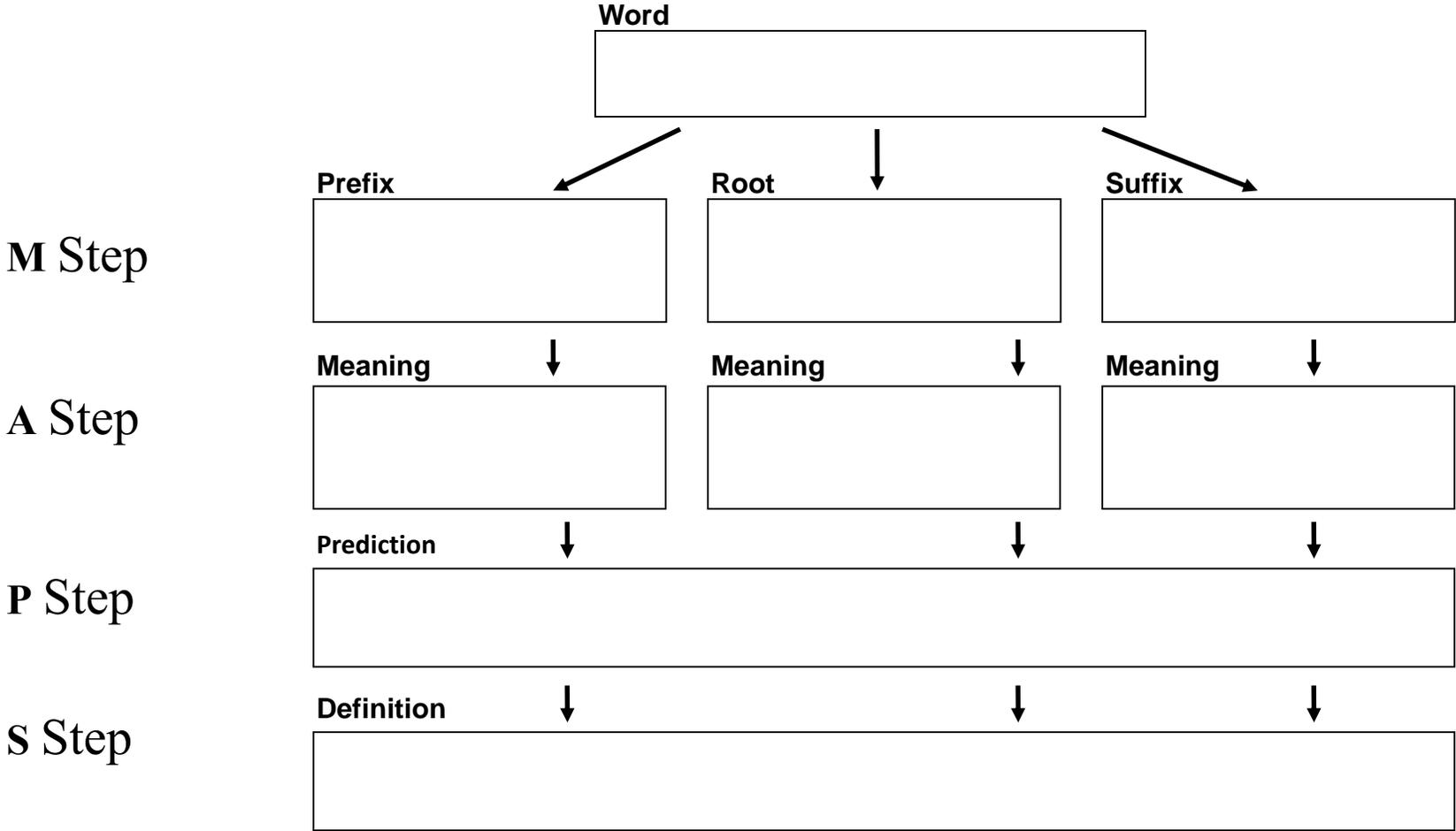
<http://ortonacademy.org/academy-of-orton-gillingham-video.php>

The Orton-Gillingham instructional approach is a direct, systematic approach to teaching language structure for reading remediation. It is designed to address the needs of struggling readers who have difficulty with reading, spelling, and writing including those with a specific learning disability such as dyslexia.

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

http://www.youtube.com/watch?feature=player_embedded&v=imMG77_uans

Word Map



<http://www.neuhausacademy.org/>



[Login](#) | [Sign Up](#)

[Home](#)

[My Pathway](#)

[Video Library](#)

[Work Pages Library](#)

[About Us](#)

[Contact](#)

Since 1980, Neuhaus Education Center programs have benefited roughly 60,000 teachers and 6 million students.



What is the learning tool?

Neuhaus Academy is the source for web-based reading lessons for adolescent learners. Neuhaus Academy lessons provide clues for reading unfamiliar words and understanding word meanings. Each lesson provides world and cultural knowledge to enrich critical thinking and comprehension. Teachers can use Neuhaus Academy for whole group or small group instruction. Work pages that accompany each lesson can be downloaded and reproduced from the [Work Pages Library](#). Printed companion materials are available for purchase at [neuhaus.org](#). Learners can listen to the [Companion Reader passages](#) as they follow along in their Readers.

Learn More



Introducing The Training Tool



Students and Teachers

Stowe 2016



Sample Lesson

Enroll in Neuhaus Academy

Create a login and track your progress as you watch and learn more about words. There is no fee for enrolling in Neuhaus Academy.

[Enroll Now](#)

More intense comprehension instruction

We must teach students how to access text more than at the surface level.

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

LITERACY KNOWLEDGE

WORD RECOGNITION

PHONOLOGICAL AWARENESS

DECODING (and SPELLING)

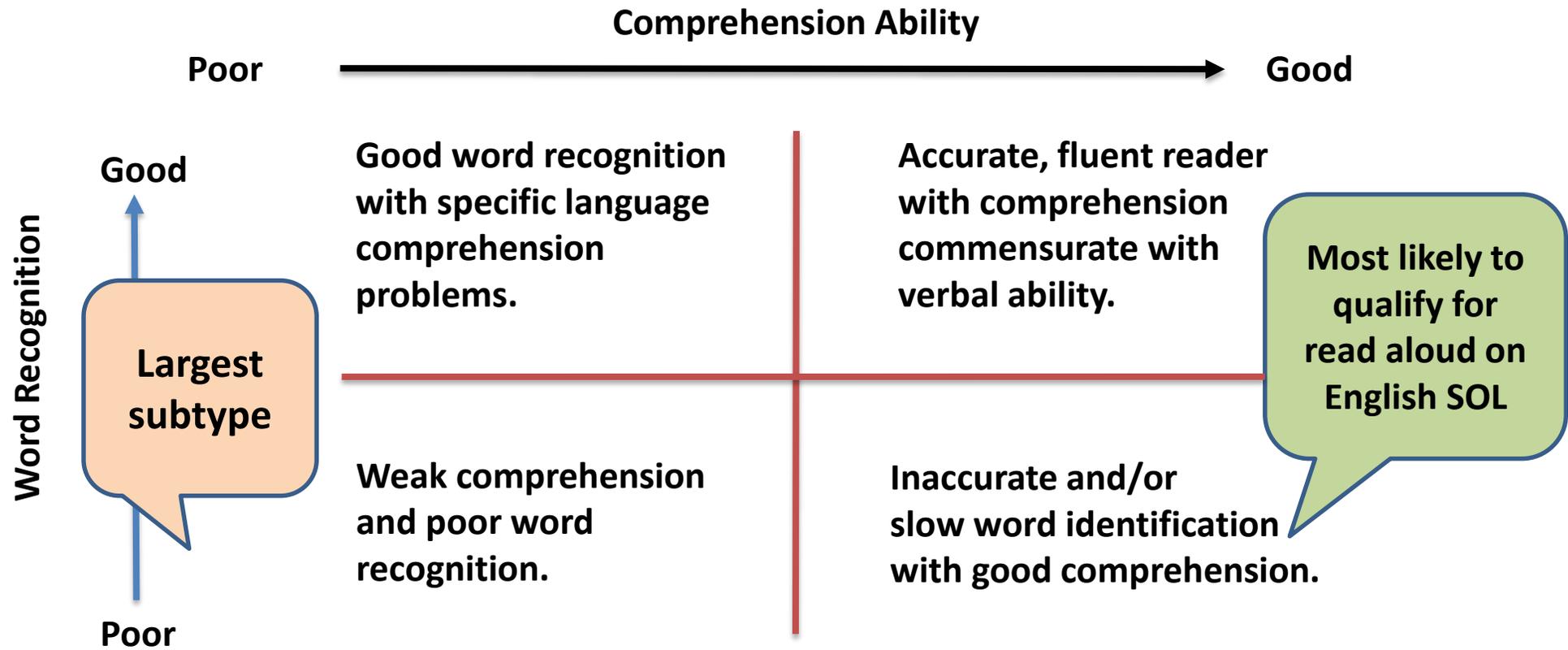
SIGHT RECOGNITION

Skilled Reading- fluent
coordination of word
reading and
comprehension
processes

increasingly
strategic

increasingly
automatic





Moats and Hennessey 2010



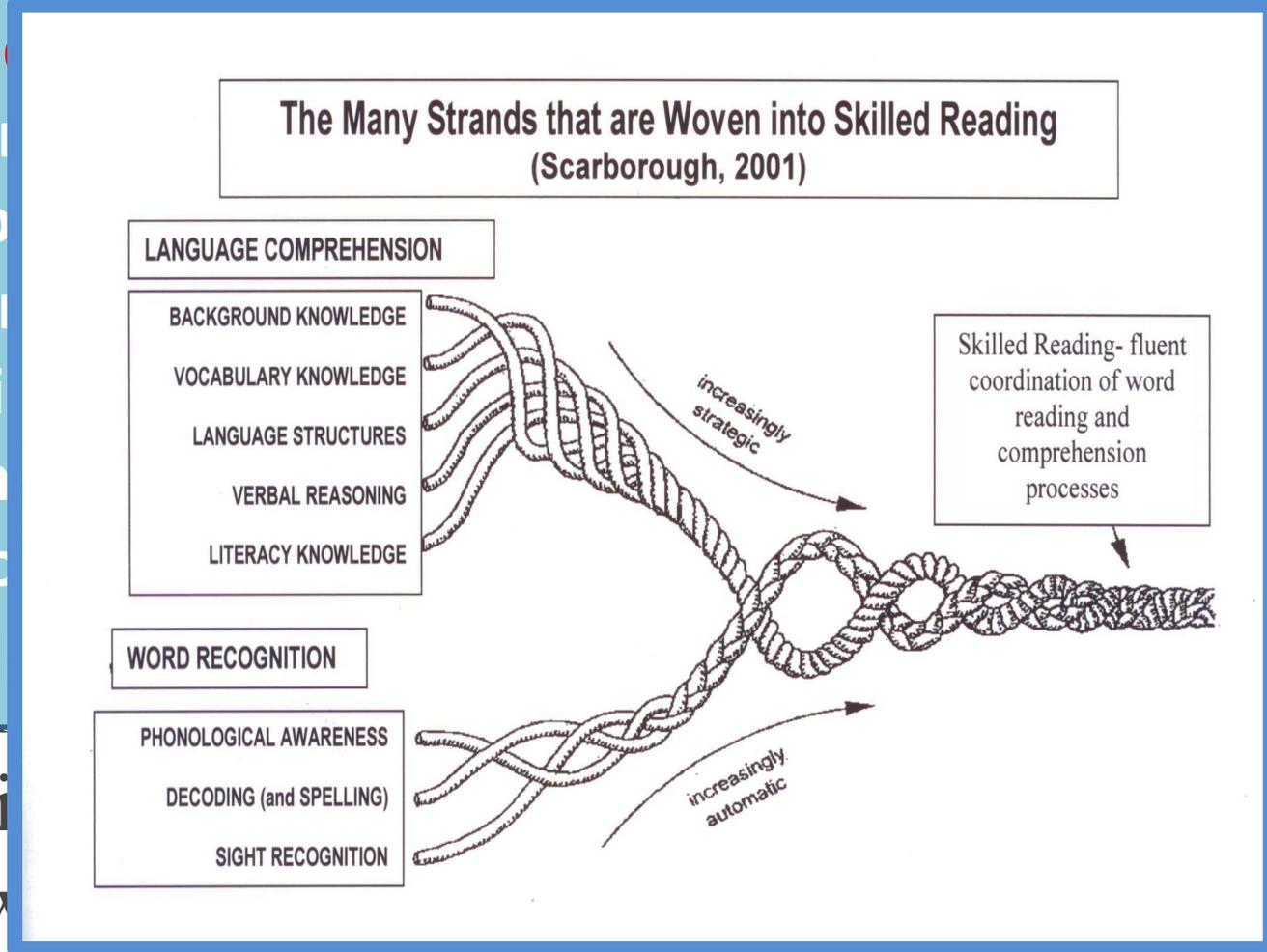
Scarborough's Reading Rope Strands

What demands are placed on each strand of the reading rope to successfully comprehend the text? What is required within each strand to successfully participate in the comprehending activity?

Language Comprehension			
Reading Rope Strands	What is required from the strand to comprehend the text?	What supports may be required to successfully access this strand?	How will more intense instruction be delivered to address this area of need?
Background Knowledge (i.e., facts, concepts, and culture)			
Vocabulary Knowledge (i.e., breadth, precision, depth, morphology, usage, links)			
Language Structures (i.e., syntax, semantics)			
Verbal Reasoning (i.e., inference, metaphors)			
Literacy Knowledge (i.e., print concepts, genres)			

None of this... hope of any practical application in my

Apply modeling with think-alouds... comprehensive strategy for comprehensive summarizing... it notes and marginatic... Method



complete... requested:... ts and... hin the... provide... ons... graphic... ers... that they do.

compute... Of course... when I was in college.

Lexile Level – 890L

SIM™ Fundamentals of Paraphrasing and Summarizing

To teach the skill of summarizing, instruction is scaffolded to provide a *step by step process* to mastery: paraphrase words, phrases, sentences, then determine the topic to main idea to details of paragraphs, to multiple paragraphs. Next the reverse, details, to main idea to topic, and finally application to a multiple paragraph writing.

The Inference Strategy
Self Questioning Strategy

Method #5

Method #7

Appropriate feedback (feed forward) can double the rate of learning.

What is the role of goals and sub-goals in the process of providing feedback?

Three questions to consider when providing feedback:

- 1) Where is the student going? (Goal (s) to be accomplished)
- 2) What progress has been made? How is the student doing? (Sub-goals accomplished)
- 3) What direction is the student to take now? Next step? (Sub-goals not yet accomplished)

(Hattie and Yates, 2014)



Mary Murray Stowe, mmstowe@wm.edu
*Virginia Department of Education and
Training and Technical Assistance Center at
the College of William and Mary*

