

Using Templates to Enhance Instruction

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Purpose

- Provide participants with intervention strategies which will enhance classroom instruction
- Provide strategies that will ensure struggling students receive extra practice
- Provide in-class interventions that increase accuracy and automaticity
- Practice effective intervention instruction



Process

- Direct Instruction
- Modeling
- Partner Practice

Payoff

- Increase accuracy and automaticity at every level, leading to proficient fluency and comprehension

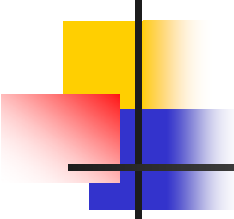




Opening Reflection

Discuss at your table:

- What does intervention look like in your school and/or classroom?
- How does intervention instruction look different from instruction in the core reading program?
- What data is used to guide intervention?



Poor readers at the end of first grade...

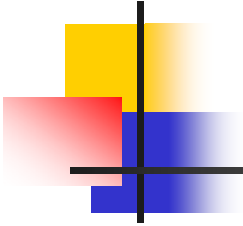
- Are at very significant risk for long term academic difficulty.
 - 88% probability of being a poor reader in fourth grade if a poor reader in the first grade.
 - 87% probability of remaining an average reader in fourth grade, if an average reader in the first grade. (Juel, 1988)
- Are likely to require intensive instructional support.



How can we change reading outcomes?

- Act with a sense of URGENCY
- Focus instruction on the Five Essential Components for all students
- Target interventions on specific instructional needs

*Joe Torgesen, Ph.D., Director of the Florida Center for
Reading Research and Eastern Regional Reading First
Technical Assistance Center*



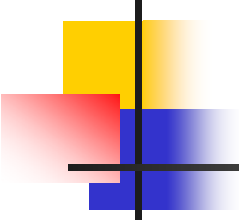
Instruction must be made more powerful for students at risk for reading difficulties. More powerful instruction means:

- Clear and detailed explanations
- More systematic instructional sequences
- More opportunities for guided practice
- More opportunities for error correction and feedback



Clear and Detailed Explanation:

- The teacher explicitly explains and models a skill
- The teacher guides students while they practice the skill
- The teacher provides opportunities for students to perform the skill themselves



More Systematic Instructional Sequence

- Recent research:

- Intervention instruction should focus on the same major knowledge and skill taught in regular class

- Intervention must be:

- More explicit

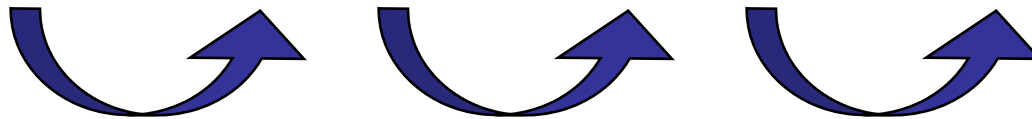
- More intensive

More Opportunities for Guided Practice

- practice the skill correctly
- practice it correctly a sufficient number of times to develop fluency
- review the skill enough to maintain it



skill unknown accuracy fluency maintenance



Stages in Skill Development

More Opportunities for Corrective Feedback

Learn a new skill by correctly practicing the skill repeatedly until it is mastered.



“Practice does not make perfect. Only *perfect practice makes perfect.*” - Vince Lombardi

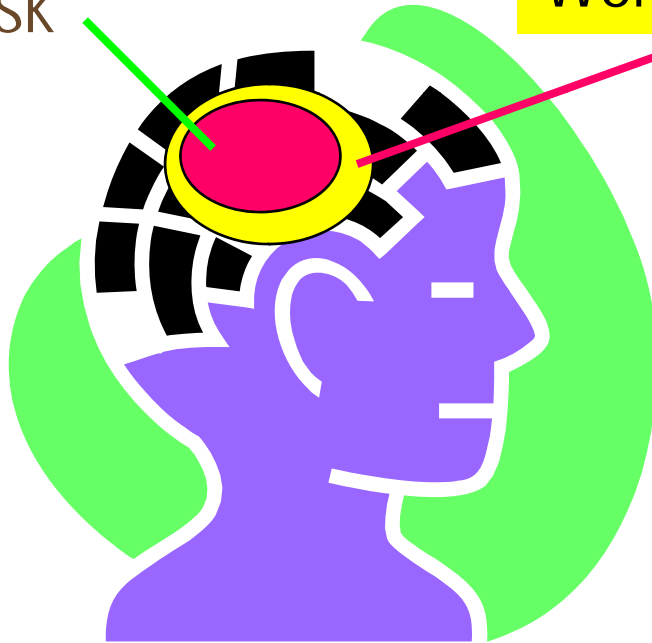
David Howe 2006

Working Memory and Automaticity

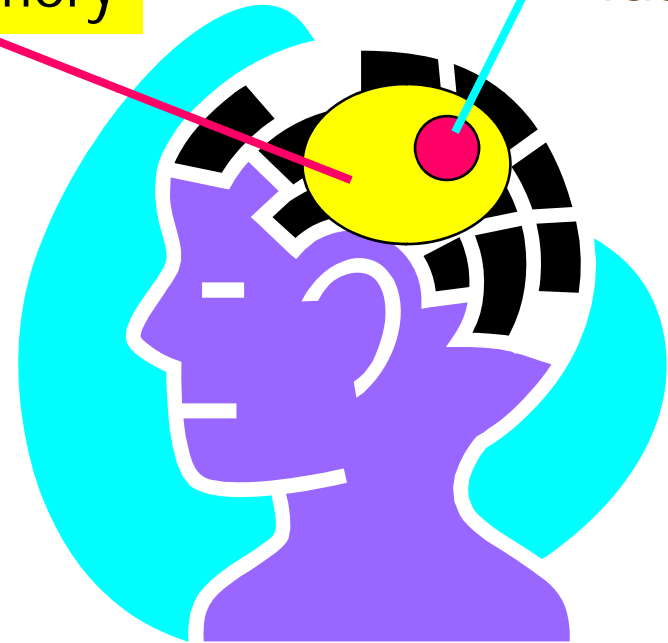
Processing Task

Working Memory

Processing Task

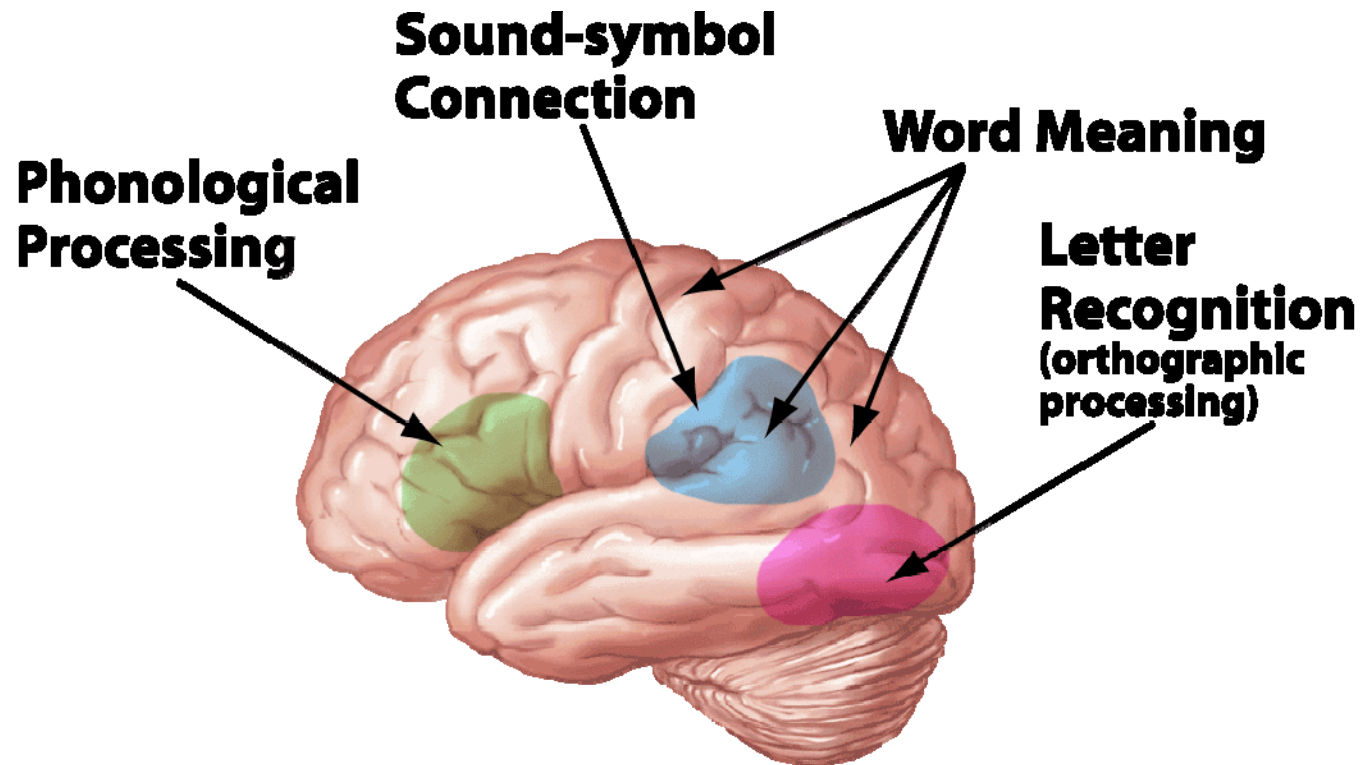
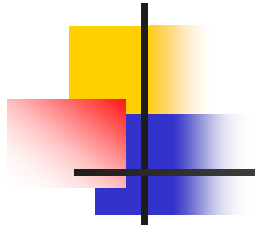


Less Fluent Reader

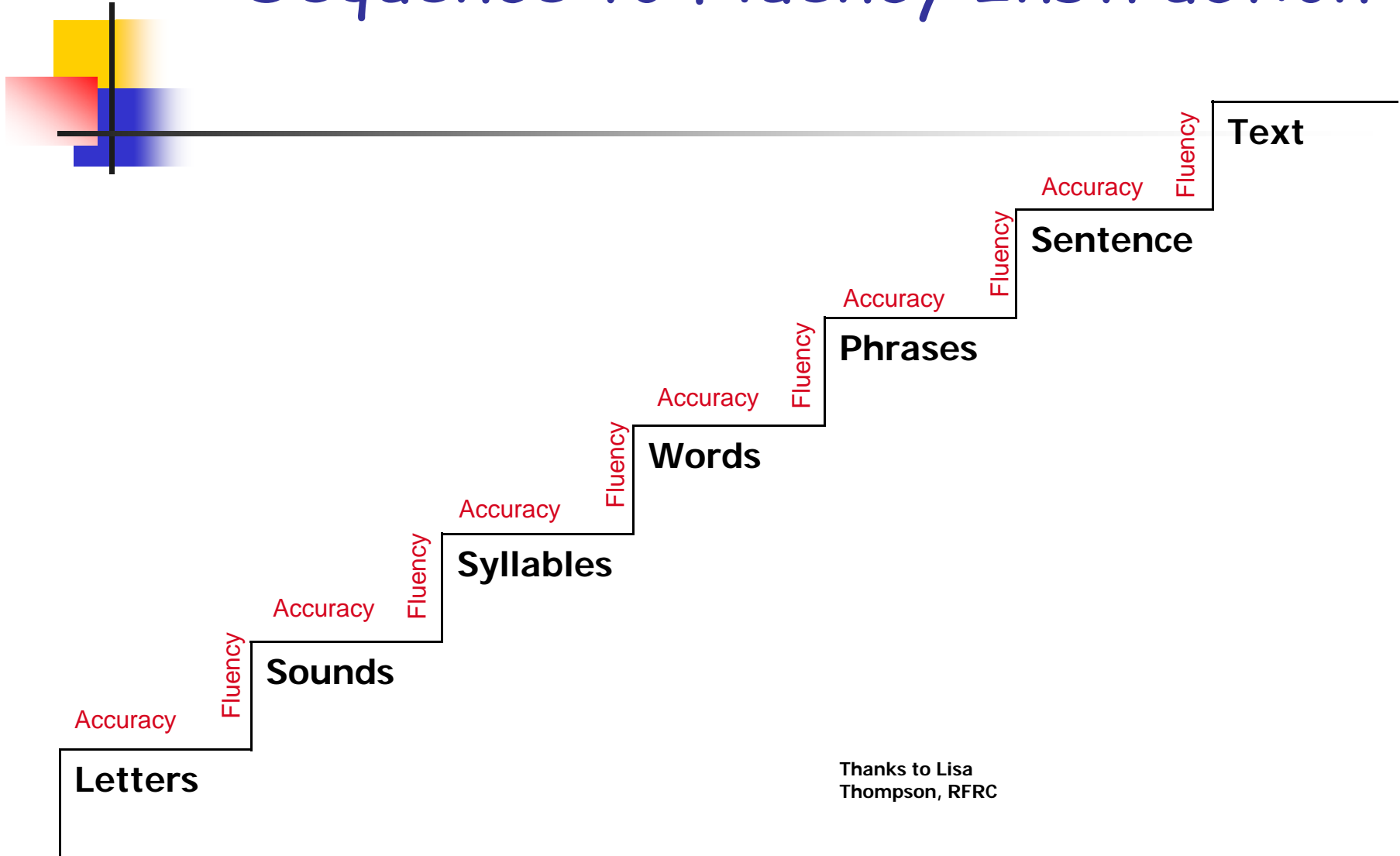


More Fluent Reader

Areas of the Brain



Sequence to Fluency Instruction



Thanks to Lisa
Thompson, RFRC

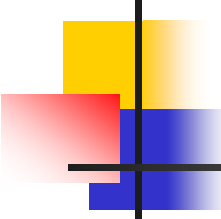
Effective Instructional Techniques



- Unison choral response
- Signaling
- Pacing
- Monitoring
- Correcting errors and teaching to mastery

All are designed to eliminate teacher talk and increase student response!

Always, always, data!

- 
- K and 1st: Read Well unit assessments, phonics diagnostic assessments beginning at unit 19 and approximately every 3 units after that, progress monitoring results
 - 2nd and 3rd: Program assessments, progress monitoring results, Diagnostic Decoding Inventory results

Turn to a partner to share where, in your program, you can look to determine gaps or instructional needs.



To build accuracy with letter recognition (name) review... template 1

- Activity: You practice! With a partner, find a cling sheet and practice name review.

p	n	t	s
t	p	s	n
n	t	p	s



To build accuracy with letter/sound review... template 2

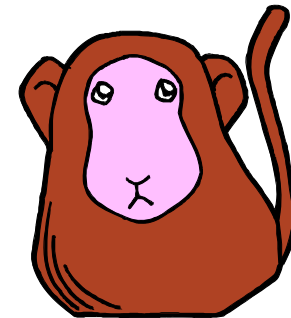
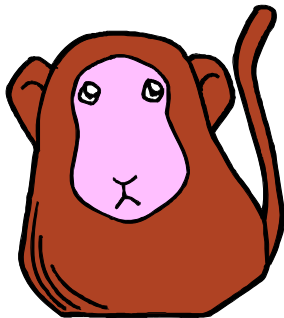
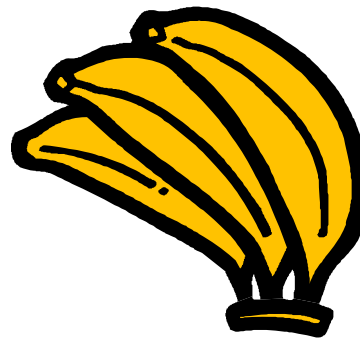
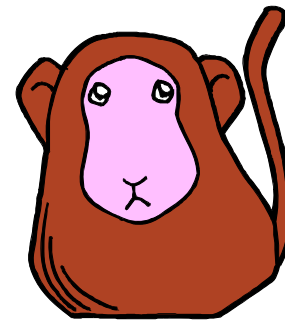
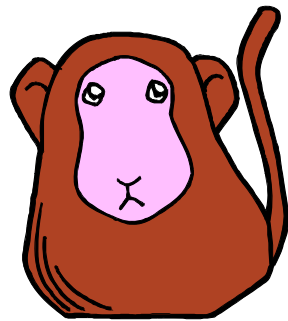
- Activity: You practice! With a partner, find a cling sheet and practice sound review.

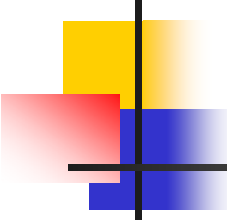
a k t p

p a k t

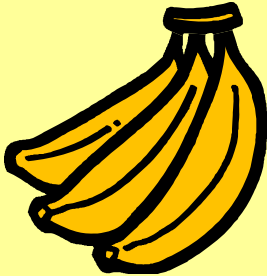
t p a k

Why templates? Why Change? The story of the four little monkeys....





Traditions can be a sound basis for practice, but their effectiveness must be demonstrated rather than assumed. Adopting practices solely because “that’s the way we have always done it” or because “it worked for the teacher down the hall” is not defensible, although these have often been the only options available to practitioners and policy makers. *The Voice of Evidence in Reading Research*



Go for the bananas if scientific research shows the practice to be effective.

Institute of Educational Science’s What Works Clearinghouse at www.w-w-c.org



To help build accuracy with word reading (irregular and regular)...template 3

- Activity: You practice! With a partner, find a cling sheet and practice irregular word reading.

where why some our two

two where why some our

some our why where two



To help build accuracy with onset-rime blending...template 4

- Activity: With a partner, use the pens to practice on-set and rime. Here are some words you may use.

pencil

book

mouse

table

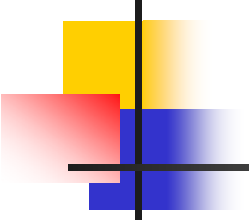
chair

lamp

motorcycle

stove

yard



To help build accuracy with phoneme blending... template 5

- Activity: With a partner, use the cubes to blend sounds into words. Here are some words you may use.

cat /c/ /a/ /t/

swim /s/ /w/ /i/ /m/

list /l/ /i/ /s/ /t/

fit /f/ /i/ /t/

farm /f/ /ar/ /m/

pace /p/ /a/ /s/

race /r/ /a/ /s/

spill /s/p/i/l/

twin /t/ /w/ /i/ /n/

To build accuracy with phoneme segmentation... template 6

Activity: You practice! Turn to a partner, practice phoneme segmentation using these words:

mat /m/ /a/ /t/

swam /s/ /w/ /a/ /m/

dish /d/ /i/ /sh/

knit /kn/ /i/ /t/

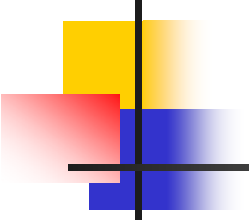
barn /b/ /ar/ /n/

pace /p/ /a/ /s/

spill /s/ /p/ /i/ /l/

race /r/ /a/ /s/

twin /t/ /w/ /i/ /n/



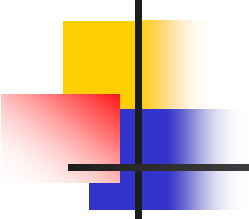
To help build accuracy with sound spellings...template 7

Activity: You practice! With a partner, find a cling sheet and use this sound spelling set:

ay ou igh ai

igh ou ai ay

ay igh ou ai



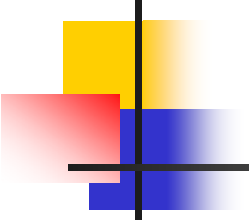
To help build accuracy with sound blending...template 8

- Activity: You practice! With a partner, use these words to practice sound by sound blending:

fit tame flight serve phone

dream hill match ran might

shout chew latch pack



To help build accuracy with blending individual sounds to make words...template 9

- Activity: You practice! With a partner, blend the follow words using continuous blending.

pat tip tan pin

map fat top Pam

sat Tom sit pit



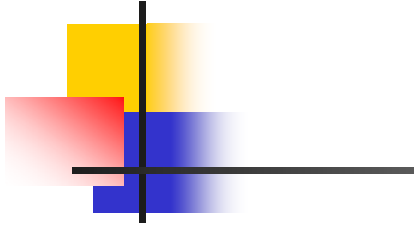
To help build accuracy with word reading...spelling focus...template 10

- Activity: You practice! With a partner, use these words to practice spelling focused word reading.

food bark past think

brown group boat may

near church oil slow



Template for Word Reading- Spelling Focused

Strategies for multisyllabic and
potentially confusing single
syllable words

Use the Word Reading – Spelling Focus Template for daily practice of multi-syllabic words during the reading block and/or in the home room with other content reading.



Example 1:

Two syllable words (with no affixes)
char/coal

With a partner, practice this strategy using the following words from Houghton Mifflin 3.1 Theme 4 "Seal Surfer"

grandson	granddad	summer	corkscrew
dissolve	music	whisker	pickup



Example 2:

Two syllable words (that contain an inflectional ending)
paint/ed

Practice dividing two syllable words with an inflectional ending using the following words from Houghton-Mifflin...

wanted
carried

striking
surfing

floating
gleaming

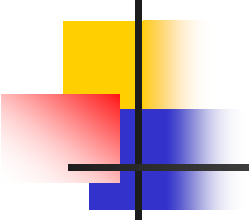
swimming
deeper

Inflectional Ending -- a grammatical ending that does not change the part of speech of a word but that marks its tense, number or degree in English (ex: - ed, - s, - ing)

Example 3:

Two syllable words (that contain a prefix)

dis/like



Use the following words to practice dividing two syllable words that contain a prefix.

distrust reshape undone reflect

reform dissolve precut redo



Example 4:

Two syllable words (that contain a suffix)
weak/ness

Use the following words to practice dividing two syllable words containing a suffix.

fearful cleanest bakers

saddest priceless costly

suffix... a derivational morpheme added to a root or base that often changes the word's part of speech and modifies its meaning.



Example 5:

One syllable words (that contain an inflectional ending)
hugged

Use the following words to practice dividing one syllable words with an inflectional ending...

shrugged played chucked tuned



Example 6:

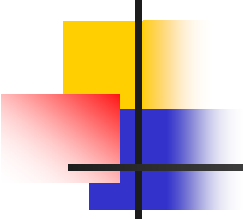
Two syllable words (that contain two suffixes)

play/ers

Use the following words to practice dividing two or three syllable words that contain two suffixes...

recklessness
wonderfully

awakening
puffiest



Using templates for decodable text instruction...

Card #11 Introductory

Card #12 Intermediate

Card # 13 Advanced #1

Card # 14 Advanced #2

Extending Decodable Text



First Read

- Introduce/review any non decodable irregular words (use template 3)
- Introduce story words
- Practice words that may have sound/spelling problems (use template 10)
- Teacher and or students read the title and any chapter titles
- Browse the story – students comment on what they notice and what they think the story will be about (optional)
- Students whisper read one page at a time/teacher drops and listens, collects data
 - Words missed teacher blends/spells with students
 - Students/teacher chorally read the same page
 - Correction procedure – if students have difficulty with word, stop, blend word and repeat chorally reading the page
 - Repeat this procedure until book is completed
- Reread story –chorally



Extending Decodable Text Continued

Repeated Readings

- Read with partner as entry task the following day
- Read independently or with partner during intervention time
- Read with an instructional assistant

Optional Procedures

- Questions after story – hard words they encountered and strategy they used to determine the word
- Ask students to tell partner about the story. (retell, favorite part, summarize)
- Teacher asks questions. Students find answers in the story - look back citation

Accelerating Student Progress...

Reading Instruction Per Day	Total Reading Instruction Per Year	Total Reading Instruction in Terms of 90 Minute Reading Block	Additional Direct Instruction Time in Terms of 90 Minute Reading Block Equivalency
<u>Tier I:</u> 90 Minute Reading Block 180 days X 90 min. (1.5 hrs. total)	270 hrs.	=180 days	
<u>Tier II:</u> 90 Minute Reading Block + Tier II 180 days X 120 min. (90 + 30 = 2 hrs. total)	360 hrs.	=240 days	Additional 60 days- Students who are one trimester behind could potentially “catch up” to grade level by the end of the school year.
<u>Tier II:</u> 90 Minute Reading Block + 45 Minute Tier II 180 days X 135 min. (90 + 45 = 2.5 hrs. total)	405 hrs.	=270 days	Additional 90 days – Students who are one semester behind their peers could potentially “catch up” to grade level by the end of the school year.
<u>Tier III:</u> 90 Minute Reading Block + 60 Minute Tier III* 180 days X 150 min. (90 + 60 = 2.5 hrs. total)	450 hrs.	=300 days	Additional 120 days – Students who are two trimesters behind their peers could potentially “catch up” to grade level by the end of the school year.



Intervention Scenario for 30-Minute Small Group

Using data to determine need:

- 5 Minutes--Work on letter names (m, b, t, w) Card #1
- 5 Minutes--Work on letter sounds (/s/ /d/ /ee/) Card #7
- 5 Minutes--Work on words (from, the, been, are) Card#3
- 10 Minutes—Work with current decodable Card #11, 12

Kindergarten Read Well Whole Group Lessons using Templates to Reinforce Accuracy with Letter Naming

Introduce the letters of the alphabet in the order that they are introduced in the “Whole Group” lessons in order to develop accuracy with letter names by January and automaticity with letter naming by May. From Day 1, teachers point to the alphabet while students sing the alphabet song. In addition, a few minutes are spent going over a prepared template to reinforce the letter for the week as well as previous letters.

Week	Unit	Letter/Sound	Templates 1*
1	1	Aa	
2	2	Ee	A a E e E a A e A e E a A E e a
3	3	Hh	H h E e a
4	4	Kk	K k h H E
5	5	Mm	M m K h A
6	6	Rr	R r M k H
7	7	S	S s R m K
8	8	Ww	W w s r M
9	9	Zz	Z z w S R
10	10	Cc	C c Z w s
11	11	Dd	D d c z W
12	12	Ii	I i d C z
13	13	Jj	J j I d c
14	14	Nn	N n J I d
15	15	Pp	P p n j i
16	16	Tt	T t p n J
17	17	Vv	V v T P n
18	18	Yy	Y y v t p
19	19	Bb	B b y V T
20	20	Ff	F f B b y
21	21	Gg	G g F b Y
22	22	Ll	L l g G f
23	23	Oo	O o L g F
24	24	Qq	Q q o l G
25	25	Uu	U u Q q o
26	26	Xx	X x u Q q

P. Cavenee, Reading First

*Create a template using these letter combinations to reinforce the current letter as well as review past letters. Repeat the combinations using four or five rows. The first example is completed. This is only a suggestion. If data shows that students have not mastered a previous letter name, review it as well. Never have more than 6 or 7 different letters on a template. First grade may use the same format but include also template 2 for letter sounds.

Kinder Framework

Read Well Framework for Kinder Whole Group and Small Group
Intensive
5 day lesson, 6th day assessment

Whole Group (50 minutes)

Day 1	Day 2	Day 3	Day 4	Day 5
10 min. Boogie Woogie ABC ABC Chan t New Sound ABC Che er Temp late 5 /6 (PS F) Temp late 8 (N WF)	10 min. Alpha . Bea t ABC Che er Poem Temp late 5 /6 (PS F) Temp late 8 (N WF)	10 min. Alpha . Bea t ABC Che er Poem Temp late 5 /6 (PS F) Temp late 8 (N WF)	10 min. Alpha . Bea t ABC Che er Poem Temp late 5 /6 (PS F) Temp late 8 (N WF)	10 min. Alpha . Bea t ABC Che er Poem Temp late 5 /6 (PS F) Temp late 8 (N WF)
15 min. Read A loud (listening/ comp .)	15 min. Read A loud (listening/ comp .)	15 min. Read A loud (listening/ comp .)	15 min. Read A loud (listening/ comp .)	15 min. Read A loud (listening/ comp .)
10 min. Smooth/Bumpy Blending Temp late 3 (5 words) Tem. 1(Letter naming)	15 min. Pocket Chart Retell	10 min. Smooth/Bumpy Blending Temp late 3 (5 words) Tem. 1(Letter naming)	15 min. Pocket Chart Retell	15 min. Pocket Chart Sentence Building
15 min. Whiteboard Dictation	10 min. Smooth/Bumpy Blending Temp late 3 (5 words) Tem. 1(Letter naming)	15 min. Whiteboard Dictation	10 min. Smooth/Bumpy Blending Temp late 3 (5 words) Tem. 1(Letter naming)	10 min. Smooth/Bumpy Blending Temp late 3 (5 words) Tem. 1(Letter naming)

Small Group (40 minutes)

Day 1	Day 2	Day 3	Day 4	Day 5
7 min. Temp late 1 (LNF) Temp late 5 /6 (PS F) Temp late 8 (N WF)	7 min. Temp late 1 (LNF) Temp late 5 /6 (PS F) Temp late 8 (N WF)	7 min. Temp late 1 (LNF) Temp late 5 /6 (PS F) Temp late 8 (N WF)	7 min. Temp late 1 (LNF) Temp late 5 /6 (PS F) Temp late 8 (N WF)	7 min. Temp late 1 (LNF) Temp late 5 /6 (PS F) Temp late 8 (N WF)
2 min. Sound/Word Cards	2 min. Sound/Word Cards	2 min. Sound/Word Cards	2 min. Sound/Word Cards	2 min. Sound/Word Cards
2 min. Smooth/Bumpy Blending	2 min. Smooth/Bumpy Blending	2 min. Smooth/Bumpy Blending	2 min. Smooth/Bumpy Blending	2 min. Smooth/Bumpy Blending
20-23 min. Decoding Folder	20-23 min. Decoding Folder	20-23 min. Decoding Folder	20-23 min. Decoding Folder	20-23 min. Decoding Folder
6-9 min. Story/Comp	6-9 min. Story/Comp	6-9 min. Story/Comp	6-9 min. Story/Comp	6-9 min. Story/Comp

During 30 Minute Intervention : 5 min. Letter review using time sheets created with WORD SPEED , 5 min. sound review using sheets created with WORD SPEED , 5 min. smooth/bumpy blending, 15 minutes repeated reading of current/old Solos stories.

Intervention for Read Well

Use for Intervention days:				
	Component	Template #	Min.	Targeted Skill: Sound, Skill, c
	Dictation (white boards)		5	I, said, the, was, Ann, we, weed ants
	Review or speed drills with (i.e., Word Speed Words or Sounds that are accurate)		3	Word Speed Unit 9
	Tricky Words		3	
	Practice Word Reading: Irregular Words	Card 3		I, said, the was
	Teach phonemes, letters, and sound-sy correspondence		5	
	Blending/Segmenting	Card 5 or 6		pat, me, snack, fancy
	Sound Spelling Review	Card 7		we, sweet, need, ants, sand
	Blend sounds, read new words		3	
	Sound by Sound Blending	Card 8		seem, Dan, than, tan, sweet, an sand, deed
	Continuous Blending	Card 9		seem, Dan, than, tan, sweet, an sand, deed
	Word Reading (single syllable)	Card 10		seem, Dan, than, tan, sweet, an sand, deed
	Reading decodable text: Homework/Solo Reader		7	Unit 9 Solo Story 5 & 6 (fluency) speedy reader/Lower Units for Unable to read Unit 9

Whole Group Read Well 1 With Templates

Component	Template Card #	Min.	Sound, Skill, or Tricky Word
Alphabet chant		2	
Write Well (dictation only)		15	I, said, the, was, Ann, we, weed, sweet, m ants
Review or speed drills with (i.e., Word Speed using Tricky Words or Sounds that are accurate)		3	Word Speed Unit 9
Tricky Words		3	
Practice Word Reading: Irregular Words	Card 3		I, said, the was
Teach phonemes, letters, and sound-symbol correspondence		5	
Blending/Segmenting	Card 5 or 6		pat, me, snack, fancy
Sound Spelling Review	Card 7		we, sweet, need, ants, sand
Blend sounds, read new words		10	
Sound by Sound Blending	Card 8		seem, Dan, than, tan, sweet, ants, needs, sand, deed
Continuous Blending	Card 9		seem, Dan, than, tan, sweet, ants, needs, sand, deed
Word Reading (single syllable)	Card 10		seem, Dan, than, tan, sweet, ants, needs, sand, deed
Word building, chaining, sorting			
Reading decodable text: Homework/Solo Story/Speedy Reader		7	Unit 9 Solo Story 5 & 6 (fluency), Unit 9 speedy reader/Lower Units for students Unable to read Unit 9
Read Aloud as time allows with skill development*		?	The Wind Blew/Comp. Focus-Sequency-Beginning/Middle/End, Vocabulary-:
*This is often done in the homeroom outside the 90 minute block.			



Reflection:

- Discuss at your table:

Three new learnings, important points, or applications that were relevant for you today. What will you go back and do differently next week?



In Summary:

- Use data to drive instruction.
- Templates can be used to reinforce core instruction and provide extra practice.
- Always follow template signals, explanation, modeling, and correction procedures exactly as written.