Intensifying Reading Instruction Using Explicit Instruction: An Overview and How-To Guide

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Agenda

- Introduction
- Overview
  - Explicit Instruction
  - Five Components of Reading
  - Ways to Intensify Instruction
- How to Guide
  - Intensifying Instruction in Lessons
Introduction

- Teachers need to be prepared
- Explicit instruction is a high leverage practice for special education
- Overview and demonstration of instruction
- Effective teaching method
• 30% of student will only ever read if given intensive help (Bursuck & Damer, 2015).

• There are 16 key elements that describe characteristics of explicit teaching (Hughes et al., 2016).

• Explicit instruction is student focused in order to be successful (Hughes et al., 2016).

• Concerns have been addressed
Explicit Instruction

- Load reduction
- Research
  - Effective for learning and behavior
  - Students with and without disabilities
- Intensifying reading instruction
  - Planning adaptations
Five Components of Reading

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
Ways to Intensify Instruction

- To increase the level of explicitness, we may
  - Add/adjust the level of support provided through prompting
  - Add models or components to support cognitive processes
  - Simplify/isolate steps
How-to Guide
Today we are going to be learning about the beginning, middle, and end of text. We can list out these parts of a story to demonstrate what we know about a text. I am going to walk through the steps using the text from yesterday.

**Intensification:** Breaking down skills into smaller steps.

Before we move into retelling a story, we are going to start by summarizing each page. On the first page yesterday, it talked about the sister going to Dr. Jen. So, we would write

*Write: The sister goes to Dr. Jen.*

On the second page the brother goes to Dr. Jen. So, we would write

*The brother goes to Dr. Jen.*

On the third page the father goes to Dr. Jen. So, we would write

*The father goes to Dr. Jen.*

Good job! Now we are going to move onto the beginning of the story.
In the middle of the story the mother, grandfather, and grandmother are all sick and go to Dr. Jen.

Write: *Middle: mother, grandfather, and grandmother are all sick and go to Dr. Jen.*

This is what we know from the middle of the story.

**Intensification:** Involving student in the model and gradually fading support.

Now that I have done the beginning let's work on the middle together. Can anyone tell me what they think is important in the middle? I will start with mother; can anyone think of anything else?
How-To Guide
3rd Grade Comprehension Lesson

Intensification: Adding a prompting visual.
I’m going to show you a new reading strategy. This strategy is called question-answer relationship, also called QAR. QAR is a strategy for reading comprehension. Now I will explain and demonstrate the four types of questions.

**Intensification:** Breaking a task into smaller steps.
(If you choose this intensification then you are not doing the other 3 types of questions).
We can start with just doing right there questions for the first lesson.
What did she watch tickle each other? The leaves. They were tickling in the breeze. Our next question is “What did Angie leave on her chair?” This is a right there question so I should be able to point to the answer. Right here it says, “Jacket.” She left her jacket on her chair.
Our next question is “How many extra minutes did it take Angie to get home when she changed paths?” This is a right there question so I should be able to point to the answer. Right here it says, “Ten minutes.”
Today we will be adding onto our knowledge of the Get the Gist summarizing strategy. We are learning Get the Gist, because it is a good practice to use when trying to summarize what you are reading. Today we will practice all three steps of the strategy.

**Intensification:** Adding components to support cognitive process - self regulation.

We are going to develop a self-talk checklist for this skill. Step one- Who or what
What is step one?
Step two- Important on who or what
What is step two?
Step three- 10 words or less
What is step three?
What are our three steps?
So, when we work through this strategy, we are going to remind ourselves what step we are on and what we are looking for.
How-To Guide 4th Grade Comprehension Lesson

**Intensification:** Adding prompting visual.

<table>
<thead>
<tr>
<th>Most important who/what</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most important information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gist (10 words of less)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Yesterday we learned about ch and today we will be learning about the sound sh. After today you will be comfortable reading words that contain sh.

**Intensification:** Adding prompting visual reminders.
Intensification: Practice skills in isolation before putting together in larger task.

Awesome job guys Now let's now practice together. Put your pencil on the first word on the list. Circle the sh. What does sh say?

Great job, sh says /sh/. Now we will read the words sound by sound while using our pencils to point to the letters together. Put your pencil under the first letter. Marker under each sound and say, /c/ /a/ /sh/ Drag marker under the whole word, cash.
Today we are going to be adding onto our knowledge of multisyllable words by learning about open syllable words. This will help build our vocabulary knowledge when reading new words.

**Intensification:** Providing additional review of prerequisite skills.

Since we worked on closed syllable words, let’s review some. A closed syllable has a short vowel and ends in a consonant.

Convex- con/vex
Read the whole word- convex

Rabbit- rab/bit
Read the whole word- rabbit

Basket- bas/ket
Read the whole word- basket

Good job reviewing, let’s work on our skill for today.
**Intensification:** Practice skills in isolation first before putting together in a larger task.

Let’s practice some one syllable open syllable words first. Show ‘no.’ What word? Good, no. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /oe/.

Show ‘me.’ What word? Good, me. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /ee/.

Show ‘be.’ What word? Good, be. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /ee/.

*Write frozen on board.*

Open syllables are found after a vowel sound with a single vowel letter. I am going to slash after the first vowel sound with a single vowel letter. We will always divide our words after the first vowel today. Fro/zen. I see the first syllable ends with a vowel so the vowel is long, fro. The second syllable ends with a consonant which means its short, zen I will now read the whole word by saying the sounds and then blending it together. Put marker under each sound and say, /fro/ /zen Drag marker under whole word, say frozen.
Today we are going to add onto our knowledge of multisyllable words by learning how to decode vowel consonant-e multisyllable words. We are learning these words so that we can read texts and words with greater difficulty.

**Intensification:** Adding components to support cognitive processes—self talk.

When we are working with VC-e words we are going to tell ourselves that we start by slashing each word to divide it into syllables. We slash the between the consonants in the middle of the word. This will help us read the parts correctly and figure out the whole word. Let’s practice with reptile. We will pretend like we are reading this for the first time to practice the steps. What do we do first? Good, we slash. Where do we slash? Between the consonants p and t, good.

Put marker under each sound and say, /rep/ /tile Drag marker under whole word, say reptile.
**Intensification:** Adding/modifying models with instruction broken down into smaller steps and practicing skills in isolation first before putting into context.

In addition to reading the word list above, we will be going through the VC-e words in the text together before reading the whole text. Let’s read it together sur/vive. Survive. Now let's read it in a sentence. Flowering plants need insects to sur/vive. What’s that word? Survive. Let’s read it together in/side. Inside. Now let’s read it in a sentence. Pollen is sticky stuff found in/side a flower. Let’s read it together in/sect. Insect. Now let’s read it in a sentence. Insects go inside flowers to drink nectar. Let’s read it together pol/len. Pollen. Now let’s read it in a sentence. Pollen sticks to them as they drink.

Now we will practice reading sentences that have vowel consonant- e multisyllable words together. Listen as I read the first sentence. Follow along with your pencil. Read the first sentence.

Flowering plants need insects to survive.
Questions?
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