The Basics of Effective Reading Instruction:
Reading First Foundational Supports

Presented by:
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Workshop Outcomes

1. Examine foundational supports for Colorado Reading First

2. Using Data to Direct Instruction

3. Aligning an effective system of support based on data

4. Explicit instruction

5. Basic classroom management

6. Strategies to increase student engagement

Section 1: Reading Research

Short and Sweet

What is research?

- ☐ Qualitative -Develops and generates theory -Uses interviews
- ☐ Quantitative - Tests theory Generalizations can be made from quantitative research. Can be used to evaluate program.

Reading Research

☐ A great deal of research has been done on reading over the years. More research on reading exists than on any other subject matter.

☐ Myth -You can find research to support anything.

☐ Reference: Research On Educational Innovations by Arthur K Ellis and Jeffery T Fouts

Quantitative Research

☐ Is there a control group?

☐ Are the measures fair to both sides. (Measuring reading achievement-have both groups had reading instruction.)

☐ Are the conditions similar?

☐ Looking for a body of research, and a convergence of results. Not found in a single study.
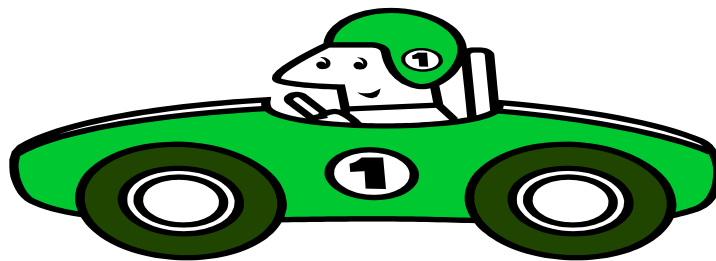
Major Comprehensive Reading Studies

- ☐ *Beginning to Read*. Adams, M. J. (1990)
- ☐ *Preventing Reading Difficulties in Young Children*. Snow, Burns & Griffin (1998)
- ☐ National Reading Panel, National Institute of Child Health and Human Development, (2000)

The Big Five of Reading

The sum of all the parts

- ☐ Phonics and Phonemic Awareness = Engine
- ☐ Fluency = Wheels
- ☐ Vocabulary = Chassis
- ☐ Comprehension = Steering Wheel

WHEN SHOULD INSTRUCTION BEGIN?

- ■ Hanson, R., & Farrell, D. (1995) The long term effects on high school seniors of learning to read in kindergarten.

  ☐ Ginn SWRL Phonics program used with 1534 kindergartners

  ☐ Study compares a N of over 3000 students

WHEN TO BEGIN CONT.

☐ Seniors who received reading instruction in kindergarten were found to be superior in reading skills and all other educational indicators. Findings held up across districts, ethnic, gender, and social groups.

PHONEMIC AWARENESS

☐ Hearing sounds in words
☐ Hearing syllables in words
☐ Phonemic Awareness increases early acquisition of reading
☐ Phonemic Awareness plus phonics instruction most powerful
☐ Rhymes, say sounds, alliteration
☐ Anderson, Heibert, Scott & Wilkinson, (1985)

PHONEMIC AWARENESS

- ☐ What is the first sound in rose?
- ☐ What sounds do you hear in the word hot?
- ☐ How many sounds do you hear in the word cake?
- ☐ What sound do you hear in meat that is missing in eat?

PHONEMIC AWARENESS

- ☐ What word starts with a different sound: bag, nine beach or bike?
- ☐ Is there a (k) sound in bike?
- ☐ (Stanovich, 1994, p. 283)

PHONICS INSTRUCTION

☐ Explicit - Sounds associated with letters are identified in isolation, then blended to form words.

☐ Implicit - Helping students to identify sounds associated with individual letters in the context of the whole word rather than in isolation

☐ Hand - Say hand.   Listen for the sound.

Explicit

☐ Students are not directed to attend to the context until after they have identified the word.

☐ ***That month, all her pet polliwogs turned into frogs.***

☐ Only after the word has been identified would the student be guided to use context to verify that the word is decoded correctly, or to understand the meaning.

RESEARCH SUPPORTS EXPLICIT PHONICS

☐ Computer mediated eye monitoring technology affirms that, when reading text, good readers normally pause their eyes on nearly every word. (Just & Carpenter, 1987: Paterson& Coltheart, 1987; Rayner & pollatsek, 1989).

RESEARCH CONT.

☐ (Floorman, Francis, Beeler, Winikukes & Fletcher, 1997). Compared explicit phonics, embedded phonics, and whole language. Explicit resulted in significantly higher standardized reading and spelling test scores in first and second graders.

Minimal sampling of print

☐ Skillful readers visually process virtually every individual letter of every word they read, and this is true whether they are reading isolated words or meaningful connected text.

   ■ (Just, M,. & Carpenter,1987; Rayner & Pollatsek, 1989; Rayner,1993)

☐ Research indicates that skillful readers irrepressibly sound out words.

Stanovich,1994 states:

"To our surprise investigations revealed the opposite: It was the less skilled readers who were dependent upon context for word recognition.

Over 10 years later, this finding is one of the most consistent and well replicated in all of reading research."

Stanovich, 1994 Continued

"Scientifically the results are now uncontroversial…however, they are still not welcomed by some reading educators who would perpetuate the mistaken view that an emphasis on contextual prediction is the way to good reading."

DECODABLE TEXT

☐ Connected text containing a high percentage of words conforming to the letter sound correspondences that have **been previously taught**. Includes sight words that have been taught.

☐ Research supports decodable text as a key to students becoming fluent readers. (Adams, 1990; Anderson, et all, 1985, Beck &Juel, 1995; Chall 1967, 1983.)

Vocabulary and Comprehension…

☐ Children will benefit from stories read to them

☐ Builds oral language comprehension which will affect reading comprehension

☐ Story-based activities should be structured to build comprehension skills, not decoding skills (NICHD Research on Reading)

Balance, But Don't Mix

☐ While children are learning to decode comprehension instruction and the decoding instruction are separate from each other.

☐ Both kinds of instruction should occur daily.

Balance Don't Mix

☐ Oral language comprehension will be higher and therefore , new vocabulary should be taught using orally presented text that is more sophisticated than the
early decodable text the children read. (NICHD Research on Reading)

Reading Research

☐ What key factors have you learned in this section?

A. _____

B. _____

C.
_____
_____

Section 2

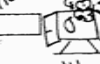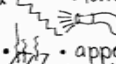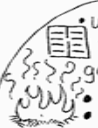Refining Processes for Examining Student Data: Student by Student

How do we *know* if the students are learning?

Breaking News

Good Teachers Read Data, Save Lives

Informed Instruction

Who is at risk? Who needs close monitoring?	First Alerts: Screenings
What are students strengths and weaknesses? Are other students exhibiting similar profiles?	In-depth View: Diagnostics
Have we accomplished our goals for a student, class, or district? What should change? What needs refining?	Reaching Goals: Outcomes
Who needs extra support? How should groups be formed? Which skills need to be emphasized?	Growth Charts: Progress Monitoring

We never really leave our non-reading children behind. We may forget about them, but we are chained to them socially and economically. Like a ship and it's anchor, we must either lift them up or drag them along behind us.

-Lynn Fielding
The Face of a Child

Repetition Research

☐ Keith Stanovich
- Competent learners - 4-14 repetitions

- Special education -

  _____

- Your students -

  _____

Whoever teaches the most in the shortest amount of time wins!

What Data Do We Examine?

- Statewide assessment scores
- DIBELS scores
- Classroom Comprehension Measures
- District Benchmark Data
- Anecdotal/Observational Data
- Diagnostic Measures (i.e. Phonics Survey)
- Curriculum Based Measures

Just What is DIBELS?

□ Dynamic Indicators of Basic Early Literacy Skills

- ■ "A screening instrument that determines whether all major skills are in place for a student to read on grade level by the end of third grade."
- ■ "Progress monitoring assessments that measure whether intervention instruction is effective".

  (*I've DIBEL'd. Now What?,* Susan L. Hall, Ed.D.)

What Does DIBELS Measure?

☐ Initial Sound Fluency (ISF) – ability to recognize and produce initial sounds in words

☐ Letter Naming Fluency (LNF) – ability to recognize and name a random mixture of uppercase and lower case letters

☐ Phoneme Segmentation Fluency (PSF) - ability to segment a spoken word of two to five phonemes into the individual sounds

What Does DIBELS Measure? Cont.

☐ Nonsense Word Fluency (NWF) - ability to read two-letter and three letter nonsense words (mostly cvc)

☐ Oral Reading Fluency (ORF) - fluency and accuracy in reading grade level passages aloud, as measured by words read correctly per minute

What Does DIBELS Measure? Cont.

- ☐ Retell Fluency (RTF) - ability to retell information from a passage just read, as a measure of comprehension
- ☐ Word Use Fluency (WUF) – measures vocabulary by a tally of the number of words spoken in accurate utterances or definitions in response to target words

DIBELS Levels

- ☐ Benchmark - Making adequate progress to reach the target
- ☐ Strategic – Without additional instruction, are not likely to reach the literacy target
- ☐ Intensive – Get moving! These students will not meet the target with out additional, intensive, and explicit instruction

DIBELS Measures:
Learning to Read
Continuum

**Oral Reading Fluency
110 words pm**

**Oral Reading Fluency
90 words pm**

**Oral Reading Fluency
40 words pm**

**Nonsense Word Fluency
50 letter-sounds pm**

**Phoneme Segmentation
Fluency
35 sounds pm**

**Initial Sound Fluency
25 initial sounds pm**

Winter   Spring   Winter Spring   Spring   Spring

| **Kindergarten Phonological Awareness** | **1st Grade Phonics & Fluency** | **2nd Grade Fluency** | 3rd Grade Fluency |

Group for Instruction Big Ideas

☐ Homogenous groups: Teacher can target one or two skill areas

☐ Small groups: Allow plenty of practice (2,3,& 5 students)

☐ Group based on the big picture of DIBELS results, not single indicator

- Miss link between skills
- What about multiple deficits – too many groups
- Instruction in these skills often blended

Steps for Grouping Students
(based on *I've DIBEL'd. Now What?)*

1. Set aside bench mark students
2. Determine indicators to use (ISF, PSF, NWF, ORF)
   1. Kinder use ISF beginning and middle of year & PSF at the end
   2. NWF in early and mid first grade
   3. ORF from the end of first grade and up
   4. Phonics survey

Steps for Grouping Students Cont.

3. Rank order intervention students by indicator
4. Form a group among the lowest

   A. Find kinder students with similar ISF & PSF
   C. Find first grade with similar NWF & PSF

Steps for Grouping Students Cont.

5. Form a group among the highest intervention students
    A. Very different from lowest—Groups will be distinctive
    B. Middle groups will not be as distinctive

Steps for Grouping Students Cont.

6. Place remaining intervention students in a group
7. Look for students who need practice with an excluded skill
    A. LNF – might be a larger group
    B. WUF – vocabulary practice for ELL students
8. Look for benchmark students who may have been missed

Steps for Grouping Students Cont.

9. Find exceptionally high benchmark
   students

When setting up
Systems of Support:

- Focus on the "profile"
  amongst the various
  data points

- Group students with
  similar profiles

- Teach with intensity
  and density!
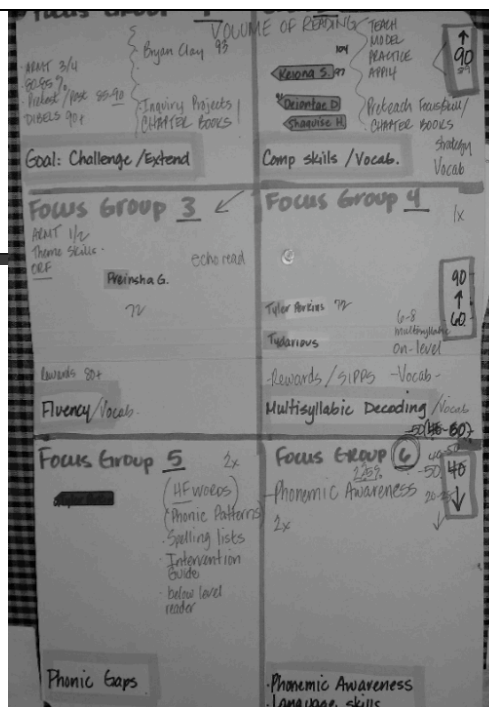
Section 2 Wrap-Up: Refining processes for examining data student by student

☐ What key factors have you learned in this section?

A. _____

B. _____

C. _____
_____

Section 3

Aligning an Effective System of Support Based on Data

How should I teach what they need to know?

They say that time changes things, but you actually have to change them yourself!

-Andy Warhol
Artist

Explicit Instruction

- ☐ I do , We do, You do (Anita Archer)
- ☐ *My turn*
- ☐ *Our turn*
- ☐ *Your turn*
- ☐ I say it
- ☐ You say it
- ☐ We say it

Instructional Routines and Signals

☐ Why?
- Everyone can respond at once – no chance to hide behind the quicker ones
- More opportunities for practice
- Provides a means to demonstrate the skill explicitly

ISF: Initial Sound Fluency

☐ Initial Sound Picture Card Sort – Once picture card anchors each column – place like beginning sound pictures under column
☐ Give me a picture that starts with this sound
☐ Train picture sort – anchor the engine with a picture- each car gets a picture
☐ What's the first sound you hear
☐ Object sort
☐ Sound Dominos

PSF: Phoneme Segmentation Fluency

Words in sentence

Syllables

Onset and rime

Phonemes

PSF: Phoneme Segmentation Fluency

☐ Tap the Cubes- Move the Cubes

☐ Hop the Phonemes

☐ Clap the Phonemes

☐ Link the Chain

☐ Count the Sounds

☐ Pen Tap (onset rime)

☐ Head, Waist and Toes

PSF: Phoneme Segmentation Fluency

☐ Delete the Sound
☐ Add the Sound

NWF: Nonsense Word Fluency

☐ Stretch & Shrink
☐ Review letter sound correspondences taught
☐ Explicit introduction of letter–sound correspondences
☐ Blending practice

Acknowledgements

Thanks to Gail Adams for contributing her phonics instruction work to this presentation.

What is Decoding?

- ☐ **The ability to utilize letter- sound associations and structural elements to determine the pronunciation of unknown words.**

- ☐ **Instructional Sequence :**
  - * Letter-sound associations (phoneme-grapheme associations)
  - * Decoding of short (single syllable) words
  - * Prefixes and suffixes
  - * Decoding of long (multi-syllabic) words
  - * Strengthened by parallel spelling instruction

Letter Sound Association

Single consonants	b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z
Consonant blends	Two consonant blends that appear together in a word and retain their own sound. Ex: fl, gr, sp
Consonant diagraphs	Two consonant letters that stand for a single sound. Ex: sh, th, wh
Silent consonants	Two consonant letters represent the sound of only one of them. Ex: gn, kn, wr
Short vowels	a, e, i, o, u

Letter Sound Association

Long vowels	a, e, i, o, u Long vowels occur at the end of an open syllable.
Long vowels with silent e	a-e, e-e, i-e, o-e, u-e
R controlled vowels	The letter r affects the sound of the vowel(s) that precedes itl. The preceding vowel and r are treated as a single sound (er, ir, ur, ar, or)
Vowel diagraphs	Also known as vowel pairs. These pairs make one sound. Ex: ai, ee, ie, oa

Letter Sound Association

Variant vowel diagraph	Sounds that are not classified as either long or short vowels. Ex: aw, au, oo,
Dipthongs	A blend of vowel sounds in one syllable. Ex: oi as in boil, oy as in toy
Schwa	The vowel sound sometimes heard in an unstressed syllable.

Letter-Sound Associations

Utilize a well-organized, systematic sequence to introduce the most common letter-sound associations.

- Use these guidelines in selecting or designing a phonics sequence :

    1. Introduce high frequency letters and letter combinations before low frequency letters and letter combinations. (m before v, sh before ph)

    2. Separate letters that are similar--look or sound the same (e and i, b and b; d and t; h and n)

Letter-Sound Associations

3. Initially only introduce the most common sound
   for a letter or letter combination.
   /c/an- major sound
   ni/c/e- minor sound

4. Teach easier letter/sound associations before
   more difficult associations.
   Ex: continuous sounds before stop sounds,
   common single letters before combinations.
   Example sequence for initial instruction:
   a, m, t, s, I, f, d, r, o, g, l, h, u, c, b, n,
   k, v, e, w, j, p, y, x, q, z

Letter-Sound Associations

Differentiate between continuous and stop sounds

Continuous Sounds can be held without distorting the sounds. They include all vowels, & m, f, s, n,
Stop Sounds will be distorted if held and must be said quickly. They include p,k,t,q,c,b,d,h

Letter-Sound Associations

Do not distort sounds by stretching out a stop sound, e. g. /p/ as students will hear the /p/ sound as /puuuuuuuuuu/

It is useful to stretch the continuous sounds to clarify them, and invite students to examine how they make their mouth and voice box feel (Beck and Juel 1995)

Model how to collapse or blend sounds together to form real words.

Decoding Strategy for Short Words

1. Say the sounds.
2. Say the sounds fast.
3. Say the word.
4. Ask yourself
   Is it a real word?
   Does it make sense?

Sequence of Regular Word Types

Type	Example Word
VC or CVC beginning with continuous sounds	am, man, sat
CVC words with stop sounds	tin,cup,cap, hot
VCC or CVCC (final blend)	lamp, ask, cast, fist
CCVC words (initial blend) with one stop sound in blend	crib, stop, grab, spin

Sequence of Regular Word Types

Type	Example Word
CCVCC (initial and final blend)	Brand, clump
CCVC or CVCC words with consonant diagraphs	Ship, with, math, them
CVVC, CCVVC, CVVCC with vowel combinations	proud, boot, stain rain,
CVCE, CCVCE words	Lake, stripe, smile

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Sounding Out VC, CVC, CVCC, CCCVC words

sip   fit   lip   tip   rim

Teaching Procedure #1
1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds and say stop sounds quickly. Don't stop between sounds.)
3. Sound this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word?

Sounding Out Words with Letter Combinations

r<u>ai</u>n   tr<u>ai</u>n   p<u>ai</u>nt   s<u>ai</u>l   s<u>ea</u>l

Precorrection Procedure
1. (Point to the underlined letters.) What sound?
2. (Point to the left of word.) Blend
3. (Point to the left of word, sweep finger) Word
4. (Have students reread the list without the precorrection.)
5. (Have individual students read the words or have)them read the words to their partner.

Decoding CVCE words

bake   rate   rat   brake   mane   man

1. An *e* at the end of a word tells us to say the name of this letter. (Point to the vowel letter.)
2. (Guide students in applying the rule.)
   a. Is there an *e* at the end of this word?
   b. (Point to the vowel letter.) So do we say the name of this letter?
   c. What is the name of this letter?
   d. (Point to the word.) What word?

Decoding Words with Onset Rime

1. (Point to rime.) This part is <u>an</u> . What part?   **an**
2. Get ready to read words that end with <u>an.</u>   **ran**
3. (Point to new word.) What word?_____   **ban**
4. (Point to next word.) What word?_____   **fan**
5. (Continue with additional word.)   **man**
                                Stan

Note: Reading "word families" is an excellent way to build
      word reading fluency.   Practice the "word family" until
      students are very fluent. Use choral reading and
      partner reading.

RIMES

ack	ail	ain	ake	ame	ale
an	ank	ap	ask	at	ate
aw	ay	eat	ell	est	ice
ick	ide	ight	ill	in	ine
ing	ink	ip	ock	oke	
op	ore	uck	ug	ump	

Wylie and Durrell (1970) 500 Words can be derived from these 37 times

What Does the Data Tell Us?

☐ Check the ISF progress in Ms. Needs-Help's classroom
  - What would your instruction look like for these students?

☐ Check the NWF progress in Mr. Making-Progress's classroom
  - In general what would your instruction look like for these students?

☐ How might you group students for additional support?

Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

(Preparation: Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

instruction   commitment   remarkable

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

Acknowledgement

The research-validated strategy for teaching multi-syllabic decoding skills discussed in this workshop are from the REWARDS Program

(Reading Excellence and Word Attack Rate Development Strategies) by **Archer, Gleason and Vachon**.

Section 2 Wrap-Up: Aligning an Effective System of Support Based on Data

☐ What key factors have you learned in this section?

A. _____

B. _____

C.
_____
_____

Section 4

Explicit Instruction

Let us be perfectly clear!

☐ Now look at Ms. Get-Her-Done's data
  ■ What do you think she is doing to move her students to benchmark?

Ms. Get-Her-Done's Large Group Routine (In addition to basal lesson)

☐ Alphabet Cheer

☐ ISF Work
  ■ Onset Rime template
  ■ What's the first sound you hear, end, middle

☐ Segmenting Work
  ■ Sound counting

☐ Blending
  ■ Stretch and shrink

☐ Sound review

☐ Sound blending

☐ Irregular word practice

☐ REPETITION

☐ REPETITION

☐ REPETITION

Phonics Instruction:
More Word Work Please!

- ☐ Stretch and shrink warm up
- ☐ Review letter-sound correspondences previously taught
- ☐ Introduce new letter-sound correspondences
- ☐ Blend words using the letter-sound correspondences
- ☐ Read words from lists
- ☐ Read decodable sentences

Phonics Cont.

- ☐ Read word families three ways
  - ■ Underline, smooth blend, read
- ☐ Read decodable sentences
- ☐ Spell words and sentences from dictation
- ☐ Read decodable text

Make it Fun!

☐ Sticky note points
☐ Earn a face
☐ Round the world
☐ Reading with voices
☐ Teacher VS the Kids
☐ Making bets
☐ Group and class points for reward (Freeze Dance)

More Fun

☐ Witches fingers
☐ Earn a joke (must read from joke book)
☐ Dance of joy
☐ Bounce of joy
☐ Wall of fame

Section 3 Wrap-Up:
Explicit Instruction

☐ What key factors have you learned in this section?

A. _____

B. _____

C. _____
_____

Section 5

Basic Classroom
Management

Difficult Students.
What's an educator to do?

Behavior Problems=Underachievement

"It has been well established that academic underachievement and behavior problems go hand in hand (Kaufman,2001). The converse is also true. If students are actively and productively engaged in their learning there will be less likelihood of behavior problems occurring."

--Geoff Colvin

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

--Haim Ginott

DISCIPLINE MYTHS AND MISCONCEPTIONS

☐ Discipline worked better
☐ Graduation rates:

2004 69.7% (NCHEMS Information Center)
1990 75%-79%
1946 48%
1900 6%

PUNISHMENT HAS POWER

☐ Role-bound authority
☐ "Get tough attitude
☐ Take my recess
☐ Call my mom
☐ In school suspension
☐ After school detention
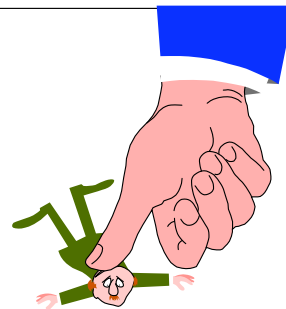
THE BASICS

- ☐ Behavior is Learned
- ☐ Teach the behaviors
- ☐ Structure for success
- ☐ Monitor
- ☐ Reinforce
- ☐ Mild reprimands
- ☐ Continuous feedback

BEHAVIOR IS LEARNED

- ☐ Was taught at home
- ☐ Today children are raising children
- ☐ Dysfunctional families who don't know how to teach behaviors or who are not capable

TEACH THE BEHAVIORS

☐ Determine what the behavior looks and sounds like

☐ Determine the steps needed to teach the behavior

☐ Teach I do, we do, you do

☐ Provide plenty of practice

T Charts

What Should it Look Like?	What should it sound like?

Seat Work

What should it look like?	What should it sound like?
Students sitting at their desks working on their assignments	0 level voice
Asking a partner for assistance when there is a question	Level 1 voice
Partners checking each other's Assignments	Level 1 voice
Students walking quietly to the assignment box to turn in completed work	0 level voice
Reading one of three library books	0 level voice

Transitions: Points to Consider

- ☐ Prepare all materials in advance and place them where they will be used.
- ☐ Provide a signal to notify students of time remaining until transition.
- ☐ Gain student attention before transition occurs.
- ☐ Give instructions on how to make the transition and the expectations for behavior.
- ☐ Use positive reinforcement.
- ☐ Use corrective procedures

BEHAVIOR INSTRUCTION PRACTICE

☞ Please choose one classroom procedure such as working at a literacy center and construct a T-chart for it.

MONITOR

☐ Monitor
☐ Monitor
☐ Monitor

Monitoring From the Teaching Station

- □ Provide instructions for independent seatwork before small group work begins
- □ Begin small group only after independent work is going smoothly
- □ Build natural stopping points within the small group lesson
- □ Praise on-task independent workers

Monitoring From the Teaching Station

- □ Use the music box
- □ With a challenging class use group points-keep point chart within reach
- □ Debrief independent time
- □ Choose exceptional students to read at the end of the reading block-cheer

REINFORCEMENT

☐ Praise--high level
   * proximity
   * don't wait for thanks
☐ Specific
☐ High rate in the beginning
☐ Use unpredictable and intermittent reinforcement to maintain the behavior

REINFORCEMENT REMINDERS

☐ Use the lowest level reinforcer that works

   ■ Body language
   ■ Praise
   ■ Special privileges
   ■ Preferred activities
   ■ Stars/Written Praise Statements
   ■ Stickers
   ■ Phone calls home
   ■ The list is endless...

Reinforcement Cautions

☐ Use non-contingent reinforcement for those students who respond negatively to praise
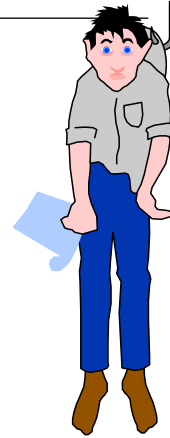
☐ Try 2x10

REINFORCEMENT PRACTICE

☐ Share reinforcement you would give to a student who is working quietly on their assignment.

☐ Share reinforcement you would give to a small group of students who are tracking with their fingers.

MILD REPRIMANDS

☐ Unemotional

☐ Specific positive direction

☐ Move away quickly

REPRIMAND PRACTICE

Students are to be completing a story grammar graphic organizer at their seats. Jeanie is cutting paper at her desk.

☞ Give an example of a mild reprimand for Jeanie and share this with your partner.

CONSEQUENCES

☐ It isn't the severity of consequences, but the consistency that makes them effective

☐ We need a repertoire of small consequences that we will use consistently

- 1 minute timeout/loss of recess
- Go to the back of the line
- Change seats
- Push chair away from the table

CONTINUOUS GROUP FEEDBACK

☐ Three positives to one negative

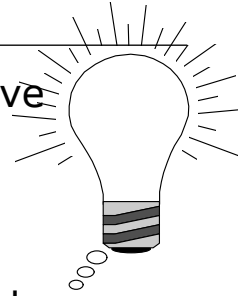☐ ALL YEAR LONG!

☐ Include non-contingent attention

STRUCTURE FOR SUCCESS FIRST DAY

☐ Meet at the door with a positive greeting
☐ Daily routine assignment
☐ Teach your attention signal
☐ Teach your most important rules
☐ Teach procedures as needed

STRUCTURING FOR SUCCESS

☐ Avoid the void

☐ Design the classroom for easy monitoring
☐ Create procedures for everything and use them consistently

AS IF RULE

- ☐ TREAT YOUR STUDENTS AS IF THEY HAVE ALREADY MET YOUR EXPECTATIONS.

Dealing with students who have misbehaved

- ☐ This is not you. You are a person who…
- ☐ We all make mistakes
- ☐ How are you going to repair the damage?
- ☐ Consequence
- ☐ I know you will be successful

Section 4 Wrap-Up:
Basic Classroom Management

☐ What key factors have you learned in this section?

A. _____

B. _____

C. _____
_____

Section 6

Increase Engagement with a Focus on Fun

Keeping the "fun" in reading *fun*damentals!

Materials for this section on Active Engagement was written by Anita L. Archer, Ph.D

Active Participation

☐ Think Pair Share
☐ What are ways that students can respond in a lesson?
☐ 1.
☐ 2.
☐ 3.
☐ 4.
☐ 5.
☐ 6.
☐ 7.
☐ 8.

Active Participation

☐ Think
- Have students think and record responses.
- As students are writing, move around the classroom and record
  their ideas and their names on an overhead transparency.

☐ Pair
- Have students share their ideas with their partners. Have them
  record their partner's best ideas.
- As students are sharing, continue to record ideas on the overhead.

☐ Share
- Use the transparency for sharing with the class.

Active Participation:
Choral Responses

☐ **Choral Responses**
  Students are looking at the teacher.
- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time.
- Lower your hands as you say, "*Everyone.*"

  Students are looking at a common stimulus.
- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.

Active Participation:
Choral Responses

☐ **Choral Responses**
  Students are looking at their own book/paper.
  ■ Ask a question.
  ■ Use an auditory signal ("Everyone.").

☐ **Hints for Choral Responses**
  ■ Give adequate thinking time.
  ■ Have students put up their thumbs OR look at you to indicate   enough thinking time.
  ■ If students don't respond or blurt, repeat.

Active Participation:
Partners

☐ **Partners**

  Assign partners.

  ■ Pair lower performing students with middle performing students.

  ■ Give the partners a number.

  ■ Sit partners next to each other.

  ■ Utilize triads when appropriate.

Active Participation -
Other Hints for Partners

- Teach students how to work together.   LOOK, LEAN, AND WHISPER.

- Teach students how to give and receive encouragement and compliments.

- Teach students that cooperative practice relates to the work place not to friendship.

- Change the partnerships occasionally (every three to six weeks).

- Join two partnerships to form cooperative teams. If you plan to use cooperative teams often, give students in team numbers 1, 2, 3, and 4. Make 1 and 2 partners and 3 and 4 partners. When requesting responses on partnerships, refer to **evens** and **odds**.

Active Participation:
Partners

Uses of partners.

1. Say answer to partner.

2. Retell content of lesson using a graphic organizer.

3. Review content (**Tell, Help, Check).**

4. Brainstorm (**Think, Pair, Share).**

5. Explain process, strategy, or algorithm using examples.

6. Read to or with partner.

Active Participation:
Partners

Other Uses of partners.

1. Monitor partner to see if directions are followed.

2. Share materials with partners.

3. Assist partners during independent work.

4. Collect papers, handouts, assignments for absent partners.

5. Provide feedback on written products of partner.

6.

7.

8.

Active Participation:
Individual Turns

☐ **Less desirable practices**

#1. Teacher asks question. Students raise their hands. Teacher calls on student with raised hand.

#2. Student is inattentive. Teacher calls on the student to regain attention.

Active Participation:
Individual Turns

☐ **Individual Responses**

☐ **Option #1**
   - Have students share answers with their partners.
   - Call on a student.

☐ **Option #2**
   - Ask a question.
   - Raise your hands to indicate silence.
   - Give thinking time.
   - Call on a student.

Active Participation:
Individual Turns

☐ **Procedures for calling on students to insure that all students are involved.**

Procedure #1 - Call on students in different parts of room.

Procedure #2 - Write names on cards or sticks. Draw a name.

Active Participation:
Individual Turns

☐ **If a student is called on and says "I don't know." Scaffold his/her response.**

Procedure #1 - Have student consult with his/her partner.

Procedure #2 - Have student consult with his/her book.

Procedure #3 - Have student tell the "best" of previous answers.

Procedure #4 - Tell student an answer.

Active Participation:
Written Responses

☐ **Written response**

■ Gauge the length of the written response to avoid "voids".

☐ Make the response fairly short OR

☐ Make the response "eternal."

■ To keep students from "sneaking" ahead.

☐ Expose limited items on the overhead.

☐ Have students put their pencils down to indicate completion OR have them turn their paper over.

Active Participation:
Other Responses

□ **Touch or put pencil on stimulus.**
  - Increases attention.
  - Allows monitoring of attention to stimulus.

□ **Act out.**

□ **Use hand signals.**
  - Useful to share categorical responses.
  - Model hand signal before using.

□ **Display answer with response cards.**
  - Have students write possible responses on cards or paper.
    (e.g., Legislative Branch, Executive Branch, Judicial Branch)
  - Ask a question. Have students display card or point to
    response.

Active Participation:
Passage Reading

□ **Choral Reading**

  ■ Read selection with your students.

  ■ Read at a moderate rate

  ■ Tell your students, "Keep your voice with
    mine."
    *(You may wish to have the students preread
    the material silently before choral reading.)*

Active Participation:
Passage Reading

☐ **Cloze Reading**

- ■ Read selection.

- ■ Pause on "meaningful" words.

- ■ Have students read the deleted words.
  (Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

Active Participation:
Passage Reading

☐ **Individual Turns**

- ■ Use with small groups.
- ■ Call on an individual student.
- ■ Call on students in random order.
- ■ Vary the amount of material read.

☐ **Silent Reading**

- ■ Pose pre reading question.
- ■ Tell students to read a certain amount.
- ■ Ask them to reread material if they finish early.
- ■ Monitor students' reading. Have individuals whisper-read to you.
- ■ Pose post reading question.

Active Participation:
Passage Reading

☐ **Partner Reading**

- Assign each student a partner.

- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).

- **Coach** corrects errors.
  Ask - *Can you figure out this word?*
  Tell - *This word is _____. What word? Reread the sentence.*

Active Participation:
Passage Reading

☐ **Alternatives to support lowest readers**

1. Lowest readers placed on a triad.

2. First reader (better reader) reads material. Second reader reads the SAME material.

3. Students read the material together.

What About Individual Checks

☐ Used to monitor individual progress
☐ Check randomly
☐ Do only a couple, followed by a choral response

Engagement

☐ Choral Reading
☐ Cloze Oral Reading
☐ Partner Reading
☐ Radio Reading

Engagement Cont.

☐ Actions
- Show me what squint looks like

☐ Cards

☐ White boards

Section 6 Wrap-Up:
Increase Engagement with a Focus on Fun

☐ What key factors have you learned in this section?

A. _____

B. _____

C.
_____
_____