Building a Strong Foundation for Lifelong Literacy Success for Administrators/Principals

Module 1: Understanding the Science of Reading—Facilitator's Guide

Public Consulting Group

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Module 1: Understanding the Science of Reading

Understanding the Science of Reading

Module 1, Understanding the Science of Reading, introduces the science of reading and explains the importance of understanding the science. Table 1.1 provides an overview of each section, its key content, and whether it is required or optional. Note that each section includes only facilitation guidance for coursework that is required for either the 5- or 20-hour course (i.e., there are no sections within the guide for Effective Instructional Practices or Understanding Reading Assessment), although participants may choose to view optional content.

		Required Coursework	
		5-hour	**20-hour**
Introduction: Section overview and pre-assessment		Y	Y
The Scientific Approach to Reading Instruction	Participants are introduced to the science of reading, guided through a synthesis of the research on how students learn to read and how they can best be taught, and provided with information on how reading develops. Additionally, this module provides participants with a review of the Colorado Academic Foundational Reading Skills Standards.	N	Y
Introduction to Reading Research	Participants learn about major conceptual models within reading research, what the brain does when it reads and the five components of reading. This section of the module also dives into the types of reading difficulties.	N	Y
Effective Instructional Practices	This section of the module focuses on the elements of effective instruction in five key areas. Highlighted instructional practices include systematic and explicit instruction, multiple models provided to students, and multiple opportunities to practice with explicit correction procedures and scaffolds.	N	N
Understanding Reading Assessment	Participants are introduced to different types of assessments for planning instruction and the purposes of each. This section also explores root cause analysis and the use of diagnostic data to provide intervention to struggling readers.	N	N
Leading the Science of Reading	In this section, participants explore the principal's role in leading the science of reading.	Y	Y
Closing: Section summary and post-assessment			

Table 1.1 *Understanding the Science of Reading Overview*

A complete list of learning objectives for this module can be found in Appendix A, as referenced in the Detailed Module Outline within the Resource Library of the Learning Management System (LMS). Appendix B includes the bibliography for module 1 content.

Facilitation/coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously.

Supporting Alignment Across Classrooms and Tiers of Instruction

The coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. One primary responsibility of school and/or district leaders is to ensure coherent learning systems and structures to support students as they move across grade levels and across settings (e.g., services for English Learners, services across MTSS provided by other professional support staff, specially designed instruction provided outside of the general education classroom). The pursuit of coherent systems and structures begins with ensuring all staff members commit to using a common instructional language. It is highly recommended that facilitators emphasize the importance of common instructional language by explicitly teaching terminology introduced across all modules to create a consistent vocabulary across all classrooms and settings as it relates to literacy instruction. Facilitators are encouraged to begin this discussion and activity early within course content and add to the local "glossary" as new terminology is encountered. During sessions, as terminology is encountered, facilitators can pause to record and have brief discussions related to the common language that will be used.

This practice will benefit all students but is critical for those students who may receive services across settings. For example, a student may receive direct services from an interventionist or special education teacher to support the development of phonological awareness and hear two different sets of language for specific tasks. Another student may receive additional phonics instruction through an interventionist or literacy specialist using the term *vowel digraph* while the general education teacher uses the term *vowel team*. Collaborative conversations across classroom teachers and other providers related to this common language can occur through in-person sessions, at grade-level planning meetings, or during other conversations facilitated by instructional leaders in the school.

The Scientific Approach to Reading Instruction

(Required 20-hour coursework)

Overview

Participants are introduced to the science of reading, guided through a synthesis of the research on how students learn to read and how they can best be taught, and provided with information on how reading develops. This section of module 1 is broken into several distinct subsections:

- What Is the Science of Reading?
- What Does Research Say About Reading?
- How Reading Develops
- The Science of Learning to Read
- The Colorado Academic Standards Related to Foundational Reading Skills

Learning Objectives

- Understand what research says about reading and how it develops.

Essential Questions

- What is the science of reading?
- Why is it critical to be grounded in an understanding of the science of reading?
- Why is teacher preparation during preservice and inservice in the science of reading necessary?

Before

Activities and actions that facilitators can take to support planning and build background knowledge prior to the in-person session might include the following:

- Poll participants on their level of understanding of reading science, including self-reporting their level of understanding of key terms related to this science, previous training related to literacy instruction, current curriculum being used or other information that will assist in understanding the prior learning and experiences of participants.
- Gather data related to student demographics, overall student performance in literacy in the district/region/school of participants or other information that will assist in understanding the current landscape.

During

Learning Activities

Activating Prior Knowledge: Quick Write Collaboration

Materials/Resources

- Lined paper for each participant
- Pen/pencil for each participant

Directions

1. Form groups of three to five people.
2. Set a timer for 1 minute, and have each group member quickly jot down ideas from module 1 that they held onto. This might include new information they learned, big ideas, relationship of key ideas to current practices, or any other range of items.
3. At the end of 1 minute, have participants pass their paper to the left. Set another 1-minute timer, and have participants read the new paper and add any additional ideas.
4. Repeat the process until each participant receives back their own paper.
5. Debrief with the group: What key ideas did everyone identify? What key ideas and takeaways were different for participants? Are there any key takeaways others identified on your paper that you want to learn more about?

Building Content Knowledge: Teaching Reading Is Rocket Science

Materials/Resources

- Article: "Teaching Reading Is Rocket Science" (excerpt *Toward a Curriculum for Teacher Preparation and In-Service Professional Development*, pages 14–21)
- Read and Reflect: Teaching Reading reflection (within Learning Management System (LMS))
- Jigsaw protocol for facilitator reference

Directions

1. Direct all participants to What Does Research Say About Reading? (Read and Reflect: Teaching Reading) within the Learning Management System (LMS).
2. Have participants pull up their completed reflection in the Learning Management System (LMS).

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1. Divide participants into three groups. Assign expert groups (see recommendations below).
   a. Group 1: Reading Psychology and Development (pages 14–17)
   b. Group 2: Language Structure (pages 17–19)
   c. Group 3: Best Practices and Assessment That Informs Teaching (pages 20–21)

   Give groups 10–12 minutes to become "experts" on their assigned section. As they read their assigned section, they can answer and reflect on any of the five questions within the Learning Management System (LMS) within the reflection box addressed within their expert area. (They will answer the other questions as they learn from the other expert groups.) At the end of 10–12 minutes, create groups with one expert from each area. Have each expert summarize their section and review the reflection questions addressed. Ensure participants are completing each reflection and response to the prompts addressed as each expert presents in their group.

2. Review prompts quickly as a group, and answer any clarifying questions.

Building Content Knowledge: How Do Kids Learn to Read?

Materials

- Article: "How Do Kids Learn to Read? What the Science Says"
- Video: "How Do Kids Learn to Read? What the Science Says"
- Handout: How Do Kids Learn to Read? What the Science Says

Directions

1. Direct participants to the subsection The Science of Learning to Read within the Learning Management System (LMS), and locate the handout.

Have participants pull up their completed How Do Kids Learn to Read? What the Science Says handout

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Give participants 10 minutes to read the article and jot any responses/ideas on their handout. Watch the "How " video as a group. Have participants add any additional responses/ideas on their How Do Kids Learn to Read? What the Science Says handout as they watch.

2. Debrief and review responses with the group.

Reflection: Think-Pair-Share

Materials

- n/a

Directions

Facilitate discussion with participants related to the alignment of their current instructional materials with the science of reading, anchoring to the content within the online coursework using a Think-Pair-Share model. Alternatively, you might choose to build in these application prompts throughout the session following a content-building activity. This activity is not meant to be an in-depth look at every component of literacy instruction but a starting point for participants to begin to think about the "why" behind current practices and teaching materials that are being used. As the course progresses, participants will have the opportunity to take a more in-depth look at each specific component. Sample discussion prompts include the following. Text in parentheses following each prompt provides the anchoring online course work that can be referenced as needed.

- What past professional learning opportunities have been offered to support deep understanding of the English language? (What Does Research Say About Teaching Reading, "Teaching Reading Is Rocket Science")
- How do our current materials, including the local curriculum scope and sequence, align with how we know reading develops? (How Reading Develops, Typical Accomplishments for Foundational Reading Skills)
- How do our curriculum materials or planning tools take into account cultural factors impacting my students? (How Reading Develops, Typical Accomplishments for Foundational Reading Skills)
- In what areas do our current instructional materials include systematic, explicit instruction? (The Science of Learning to Read, "How Do Kids Learn to Read?, What the Science Says")
- Do our current instructional materials include a cueing system? (The Science of Learning to Read, "How Do Kids Learn to Read?, What the Science Says")
- How might I "trust but verify" the level of understanding and fidelity educators are adhering to regarding the scientific approach to reading? What critical conversations or follow-up opportunities could I leverage when/if I have concerns about how staff is implementing the scientific approach to reading?

NOTE: It is important to facilitate this discussion with a safe, nonjudgmental tone. The purpose of this activity is to build a level of safety for participants in identifying and reflecting on strengths and opportunities for growth with the materials and practices in place.

What's Next?

- Upcoming Course Content
    - Introduction to Reading Research
        - The Simple View of Reading
        - Scarborough's Reading Rope Model
        - The Four-Part Processing Model of Word Recognition
        - What the Brain Does When It Reads
        - The Five Components of Reading
        - Types of Reading Difficulties
- Coaching Opportunities (see "After" options below)

After

- Coaching
    - Collaborate with individual(s)/groups who may have set a goal to extend any learning from this section through discussion and providing additional resources to support additional learning.

Introduction to Reading Research

(Required 20-hour coursework)

In this section of Module 1, participants learn about major conceptual models within reading research, what the brain does when it reads and the five components of reading. This section of the module will also dive into the types of reading difficulties and is divided into the following subsections:

- The Simple View of Reading
- Scarborough's Reading Rope Model
- The Four-Part Processing Model of Word Recognition
- What the Brain Does When It Reads
- The Five Components of Reading
- Types of Reading Difficulties

Learning Objectives

- Apply the three conceptual models that define reading development.
- Understand how the brain learns to read.
- Describe the five components of reading and their role in reading development.
- Identify factors contributing to reading difficulties.

Essential Questions

- What are the three conceptual frameworks/models that define reading development?
- How can the conceptual frameworks/models be applied in your teaching practice?
- How does understanding brain research affect your teaching practice?

Before

Activities and actions that facilitators can take to support planning and build background knowledge prior to the in-person session might include the following:

- Facilitate online discussion as participants complete online coursework with prompts and questions related to how each of the conceptual models is related to one another.
- Review and provide feedback for any submitted work.

During

Learning Activities

Building Content Knowledge: Unraveling the Reading Rope

Materials/Resources

- Multicolored pipe cleaners (8 per individual/group)
- Small sticky notes
- Pens or markers
- Copies of the Reading Rope Model (or projected image)

Directions

1. Provide individuals or pairs with eight pipe cleaners. Ask participants to braid together the ends of three of the pipe cleaners.
2. Explain that these three strands represent the Word Recognition side of the Reading Rope. As you review each component, have participants fold a sticky note over each strand and label the strands as you discuss them. Set aside.
3. Have participants twist together the ends of the remaining five pipe cleaners. These strands represent the language comprehension side of the reading rope. Review the components that make up language comprehension, and have participants fold sticky notes over each strand and label the strands as you discuss each.
4. Ask participants to wrap the ends of the word recognition group of strands and the language comprehension strands together to form one connected "rope." Remind participants that fluency is needed to bridge the two sides of the rope to result in skilled reading.
5. Debrief. How does the Simple View of Reading overlay onto the Reading Rope Model?

NOTE: You can have participants bring their Reading Rope back to each subsequent session for reference throughout the duration of coursework to support connections across module content.

Building Content Knowledge: Apply Scarborough's Reading Rope

Materials/Resources

- Apply Scarborough's Reading Rope Framework activity (within Learning Management System (LMS))

Directions

1. Direct participants to the Apply the Reading Rope Activity within the Scarborough's Reading Rope Framework for Reading Instruction subsection.

Have participants pull up their completed Apply the Reading Rope activity within the Learning Management System (LMS).

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Break participants into three groups, and have each group focus on an assigned scenario. Give each group 3–5 minutes to identify the correct response and be prepared to explain their reasoning.

2. Have each group or individuals present their scenario and response and explain their thinking.

Building Content Knowledge: Reconstructing the Four-Part Processor

Materials/Resources

- Set of Four-Part Processing Model cutouts from Appendix D (one per team)
- Butcher paper or poster paper
- Tape or glue sticks

Directions

1. Review the Four-Part Processing Model, reminding participants that this model demonstrates how a written word is processed in the brain. If it is helpful, show a blank copy of the model.
2. Tell participants they will use the cutouts to replicate the Four-Part Processing Model, including examples of the word "cap," that demonstrate the job of each processor.
3. Place participants in teams of 2–4, with one set of cutouts per team.
4. Allow participants to use their notes or handouts, but encourage them to talk through the model together. The goal is to build the model and be able to speak to the work of each processor using the examples provided in the cutouts.
5. Once teams have completed their model, have one group walk through the model with the group.
6. Debrief. How does the Simple View of Reading overlay onto this theoretical model?

Curriculum Application: Activating the Processors

Materials

- Sticky Notes
- Four-Part Processing Model for Word Recognition (for participant reference during activity)

Directions

1. Give participants 1 minute to write individual activities they see within literacy blocks (e.g., Read Alouds, dictation, clapping syllables) on sticky notes.
2. At the end of 1 minute, have participants form groups and group together activities that activate and strengthen the same processor(s). Remind them that some activities may activate multiple (or even all) processors and others may focus on strengthening only one.

Building Content Knowledge: The Five Components Described in Brief

Materials/Resources

- Handout: The Five Components of Reading—Video Viewing Tool
- Video: "Five Components of Reading" (within Learning Management System (LMS))

Directions

1. Direct participants to the subsection Watch and Learn: The Five Components within the Learning Management System (LMS).

Have participants pull up their completed The Five Components of Reading—Video Viewing Tool handout.

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Watch the "Five Components of Reading" video as a group. Have participants complete The Five Components of Reading—Video Viewing Tool handout as they watch.

2. Debrief with participants on any additional information learned about the five components of reading instruction.

Curriculum Application: The Five Key Components in Context

Materials

- Group recording tool
- Handout: The Five Components Described in Brief

Directions

1. Direct participants to the handout The Five Components Described in Brief (The Five Components of Reading).
2. In small groups of three to five people , have participants identify the instructional materials and activities in use and the key component that is the focus of each.
3. Debrief as a group, and record group-identified materials and activities that address each component. This display can be kept for reference at future sessions for participants to add research-based materials and activities they add throughout future sessions. Additionally, materials and activities reported that may not be in alignment with the content of later modules can be identified and removed by participants.

Action Planning: Literacy Instruction for English Learners

Materials

- Handout: The Five Components Described in Brief
- Action planning protocol (one for each participant)

Directions

1. Direct participants to the handout The Five Components Described in Brief (The Five Components of Reading).
2. Review the EL Adjustments column. Have participants work with partners to each identify at least one of the identified strategies that they would like to see implemented.
3. Have partners identify action steps and resources needed for participants to support implementation of the identified strategy at their locations, completing the action planning protocol to identify goal(s), key tasks, and dates for completion. (If applicable, remind participants that they can identify steps that the facilitator will support within their plan.)

NOTE: This activity provides participants with the opportunity to reflect on the big ideas presented in this section's content. Some of the strategies identified by participants will be covered in depth in later modules (e.g., partner reading). Have participants consider course content and timelines as they develop their action planning and steps. This plan can be brought back to following sessions for reference throughout the course.

What's Next?

- Upcoming Course Content
    - Leading the Science of Reading
        - Building a School-Wide Vision for Adoption and Implementation of the Science of Reading
        - Implementation Science
        - School Systems Necessary for Implementation of the Science of Reading
        - Selecting a Reading Core, Including Supplemental and Intervention Materials
- Coaching Opportunities (see "After" options below)

After

- Support participants with any identified action steps in their goals related to Literacy Instruction for English Learners.
- Highlight and recognize participants for successful completion of action steps and successes resulting from the application of new content knowledge and practices.

Leading the Science of Reading

(Required 5- and 20-hour coursework)

In this section, participants explore the principal's role in leading the science of reading. Leaders will examine the necessary school systems that need to be in place to support building a vision that incorporates the science of reading. Through an understanding of the science of reading, leaders will be able to gauge the stage of implementation when they observe in classrooms. This knowledge, combined with student measures included in the school's comprehensive literacy assessments, will inform leaders as they monitor school data and foster successful literacy outcomes for all students. This section of the module is divided into the following subsections:

- Building a School-Wide Vision for Adoption and Implementation of the Science of Reading
- Implementation Science
- School Systems Necessary for Implementation of the Science of Reading
- Selecting a Reading Core, Including Supplemental and Intervention Materials

Learning Objectives

- Leaders will understand and establish a vision for the implementation of the science of reading that includes unpacking any bias about reading instruction.
- Leaders will develop knowledge of implementation science and reflect on their school or district's current stage of implementation of the science of reading.
- School leaders will review current school-wide systems for the implementation of the science of reading that includes shared leadership, data-driven decision-making, comprehensive screening and assessment, layered continuum of supports, and professional learning, coaching, and feedback systems.
- Leaders will understand the key considerations needed when adopting instructional resource materials aligned with the science of reading.

Essential Questions

- What school-wide systems are currently in place for supporting literacy?
- How do my school-wide literacy systems align to the READ Act Statute?

Before

- If facilitating the What Am I Looking For? activity and want participants to begin working with the Literacy Evaluation Tool before the session, e-mail participants a copy of the Literacy Evaluation Tool and directions for completing.

During

Learning Activities

Building Content Knowledge: Building a Vision

Materials/Resources

- Handout: Building a Vision Protocol

Directions

1. Review the purpose and steps within the Building a Vision Protocol.
2. Break participants into four groups and assign each group a different step of the protocol to focus on.
3. Have each group identify key ideas for their assigned step, brainstorm additional ideas for implementing their step, and identify and plan for barriers that might come up related to their assigned step.
4. Allow each group time to present their step, key ideas, ideas for implementing their step, and possible barriers and solutions.
5. If time allows, give participants time to develop an action plan and timeline for developing a literacy vision for their location.

Application: Taking Stock

Materials/Resources

- Handout: Systems Checklist for School Leaders

Directions

1. Review the purpose and components of the Systems Checklist for School Leaders.
2. Provide time for participants to identify whether or not each indicator within each of the five components is in place at their location. Ask participants to note any supporting evidence for their responses.
3. Break participants into small groups to brainstorm and collaborate related to the Next Steps component of the Systems Checklist for School Leaders.
4. If time allows, give participants time to develop an action plan related to their identified next steps.

Reflection: What Should I Be Looking For?

Materials/Resources

- Literacy Evaluation Tool
- Participant devices (for downloading and working within the Literacy Evaluation Tool)

Directions

1. Break participants into small groups.
2. Have all participants begin to work through identifying where they currently fall for each indicator identified within the Literacy Evaluation Tool.
3. Encourage participants to ask questions within their small group for any indicators that need any clarity or explanation. Note to participants that they might also identify that they are unsure of their alignment with a specific indicator. As participants proceed throughout the coursework, they can revisit the Literacy Evaluation Tool as their new learning provides explanation, clarity, or adjustments for any indicators.
4. Have participants save a copy of the Literacy Evaluation Tool that they have begun working through to their device. As participants progress throughout their coursework, they are encouraged to revisit the Literacy Evaluation Tool saved to adjust as needed.
5. Introduce the scoring snapshot and have participants goal set and action plan around specific indicators as needed.

NOTE: Alternatively, facilitators can have participants review and score each indicator within the Literacy Evaluation Tool prior to the session. Participants can bring results to the session and this activity can be used to ask and answer questions, goal set, and action plan.

Reflection: I Thought, I Think

Materials/Resources

- Group recording space (e.g., whiteboard, chart paper)

Directions

1. Give participants time to think about the prompt "I thought, I think …" to reflect on any perceptions or ideas that have changed over the first module of coursework.
2. At the end of the think time, have participants record what they thought prior to beginning the course and what they now think on the group recording space.
3. Debrief as a group and highlight some of the key ideas shared.

What's Next?

- Upcoming Course Content
    - Building Oral Language and Phonology (Module 2)
        - Language Foundations of Reading
            - The Role of Early Oral Language in Literacy Development
        - Language-Rich Environment
            - Learning to Speak is Natural: Learning to Read is Not
- Coaching Opportunities (see "After" option below)

After

- Support participants with any Next Steps identified during the Taking Stock and What Am I Looking For? activities.

Appendix A: Module 1 Objectives

In this module, participants will do the following:

- Understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing, orthographic (print) processing, semantic (meaning) processing, syntactic (sentence-level) processing, and discourse (connected text-level) processing.
- Understand and explain other aspects of cognition and behavior that affect reading and writing, including attention, executive function, memory, processing speed, and graphomotor control.
- Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).
- Know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic), phonological skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- Understand and explain the known causal relationship among phonological skills, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.
- Know and explain how the relationships among the major components of research-based literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; and written expression).
- Know reasonable goals and expectations for learners at various stages of reading and writing development.
- Understand and establish a vision for the implementation of the science of reading that includes unpacking any bias about reading instruction.
- Develop knowledge of implementation science and reflect on their school or district's current stage of implementation of the science of reading.
- Review current school-wide systems for the implementation of the science of reading that includes shared leadership, data-driven decision-making, comprehensive screening and assessment, layered continuum of supports, and professional learning, coaching, and feedback systems.
- Understand the key consideration needed when adopting instructional resource materials aligned with the science of reading.

Appendix B: Module 1 Bibliography

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Appendix C: Facilitation Protocols and Activities

Below is a list of a variety of facilitation protocols and activities that can be used to support participant understanding of course content. Not all protocols are included in sample activities, which have been included as a resource for the facilitator to tailor activities to group needs.

Jigsaw

A jigsaw is a cooperative learning strategy to support the development of content knowledge and improve listening and communication. While this activity is referenced once in the activities in this guide, jigsaws can be used with any other course reading that may need additional exploration.

Directions

1. Determine how and where you will break up content as equally as possible. This will determine how many expert groups are needed (e.g., three subtopics within the topic might need three expert groups).
2. Assign each participant to an expert group to form groups of equal sizes.
3. Give groups time to study their specific topic or section of reading and become experts in the assigned topic.
4. At the end of the assigned time, form new groups that contain one person from each expert group.
5. Have each expert within the new group teach their group about their assigned topic.
6. Repeat until each expert in the group has presented on their topic.

At the end of the jigsaw, each group will have learned about all content within the specific topic.

Action Planning

If your district or location does not already have one, facilitators can use the framework on the following page for goal-setting and action-planning activities throughout the coursework. This can be adapted to meet the needs of the participant group.

Action Planning Template

GOAL:					
Action Step	Begin Date	End Date	Support Needed	Notes	
					☐
					☐
					☐
					☐
					☐

Continue, Start, Stop

The Continue, Start, Stop framework is a reflective tool that can be useful for action planning as they internalize the new content being learned. The framework is specifically designed to first allow users to identify what is currently working well and aligned with science before identifying something new they will start. Additionally, it allows users to identify what the new practice might replace (e.g., stop). When paired with an action plan, this framework can also be useful in prioritizing actions if multiple new practices are identified. Many times closing activities include a continue-start-stop framework.

Continue	Start	Stop
What current practices are in place that align with the evidence-based practices identified in the course content? Are there any methods/ practices that you currently implement but can enhance? If so, how?	What research-aligned practices will I introduce to support the development of proficient reading? Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?	What current practices are not aligned with what reading science identifies as effective practice and need to be removed from my instructional routines and practice?

Think-Pair-Share

Think-Pair-Share is another cooperative learning activity. After posing a question or prompt, participants are given time to think before being paired with another participant to share out their own thoughts and discuss.

Free Recall

Free Recall is a retrieval practice that asks participants to recall information about a topic. In this guide, free recall is used as an activating strategy during in-person sessions to promote retrieval of information learned during the asynchronous portions of the online coursework.

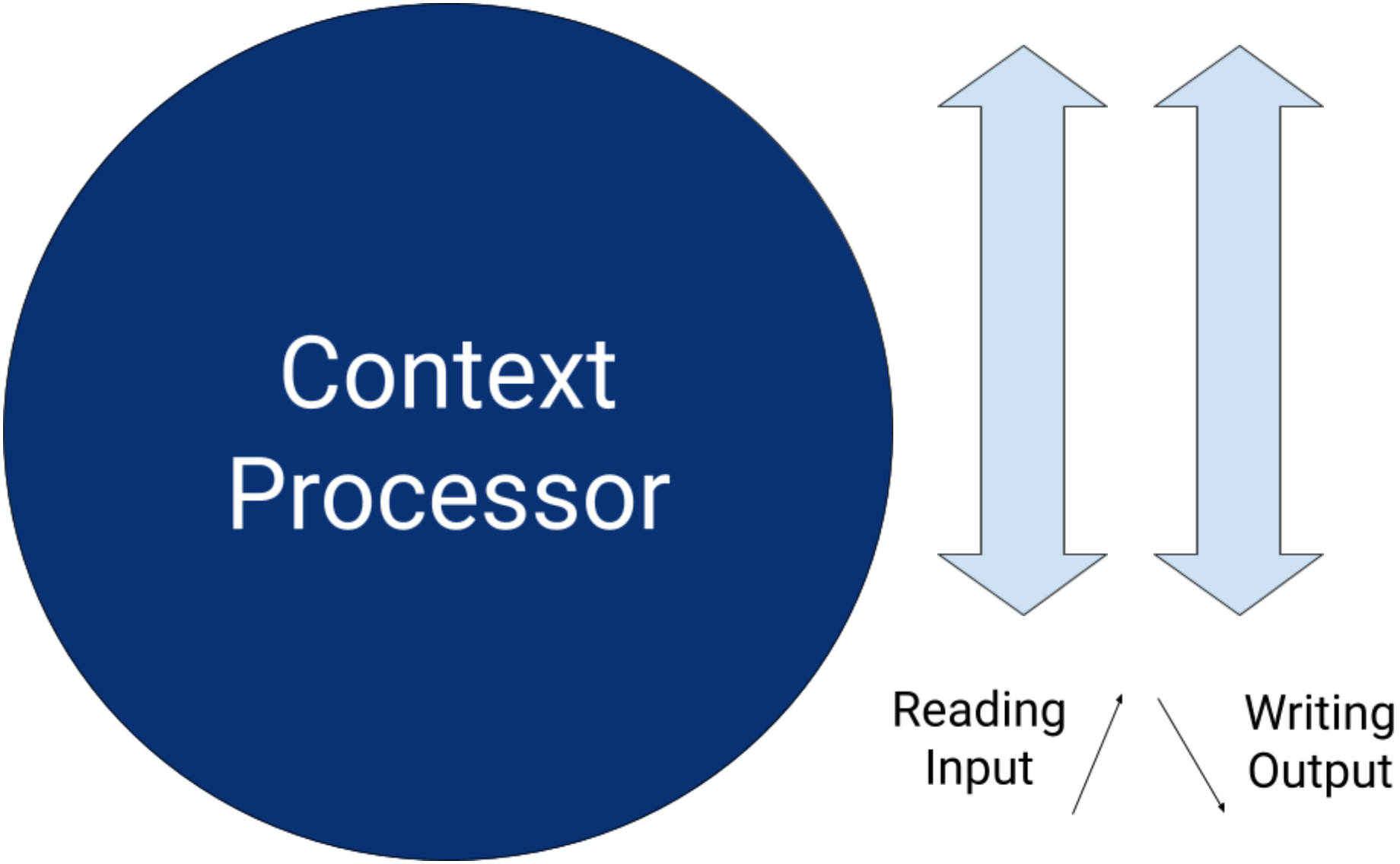
I Thought, I Think

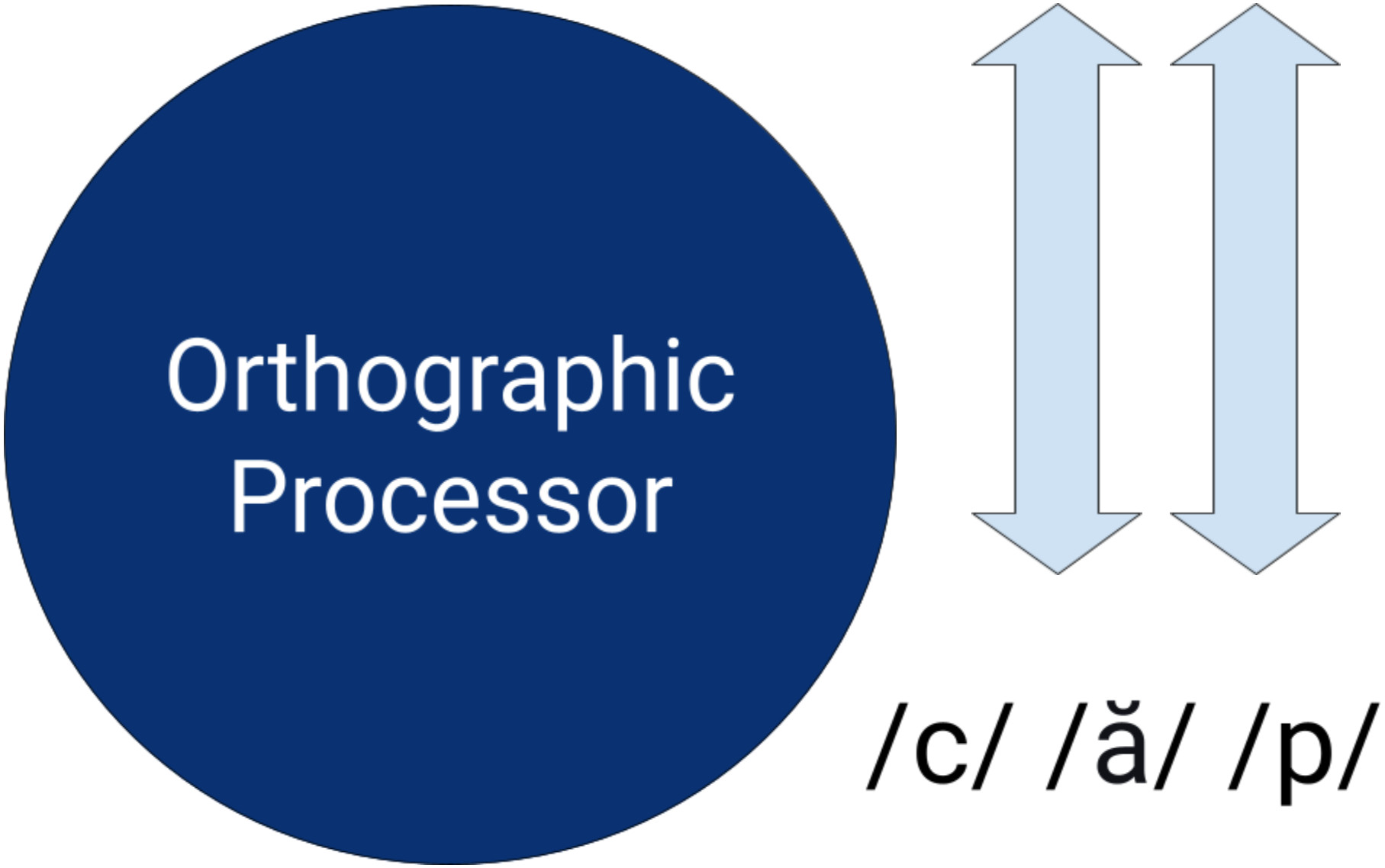
The I Thought, I Think routine supports participants in reflecting on their thinking on a topic and how it might have changed throughout the duration of a section of coursework as a result of the instruction.

Quick Write Collaboration

This cooperative learning activity is used as retrieval practice in this module but could be used in a variety of different ways. Participants are broken into small groups and given time to write everything they learned about a module, similar to the Free Recall strategy. However, at the end of the designated time, participants pass their paper to the left, read the information from the other participants and then are given additional time to add thoughts and information. This process is repeated until each participant receives their own paper with input and thoughts from all group members.

Appendix D: Reconstructing the Four-Part Processor

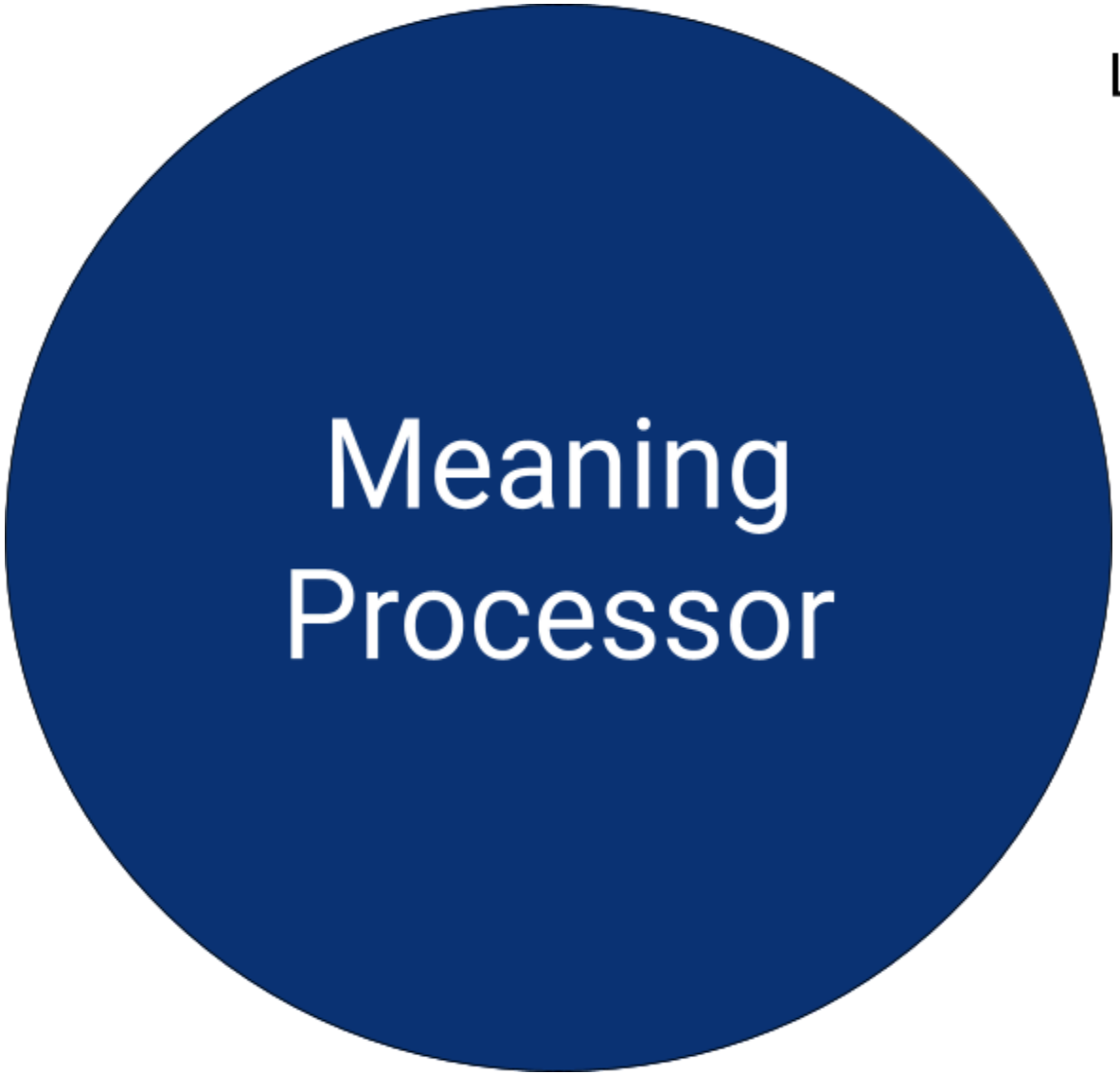




"The high school senior was excited to receive her *cap* in the mail for graduation."

Phonics

Phonological Processor

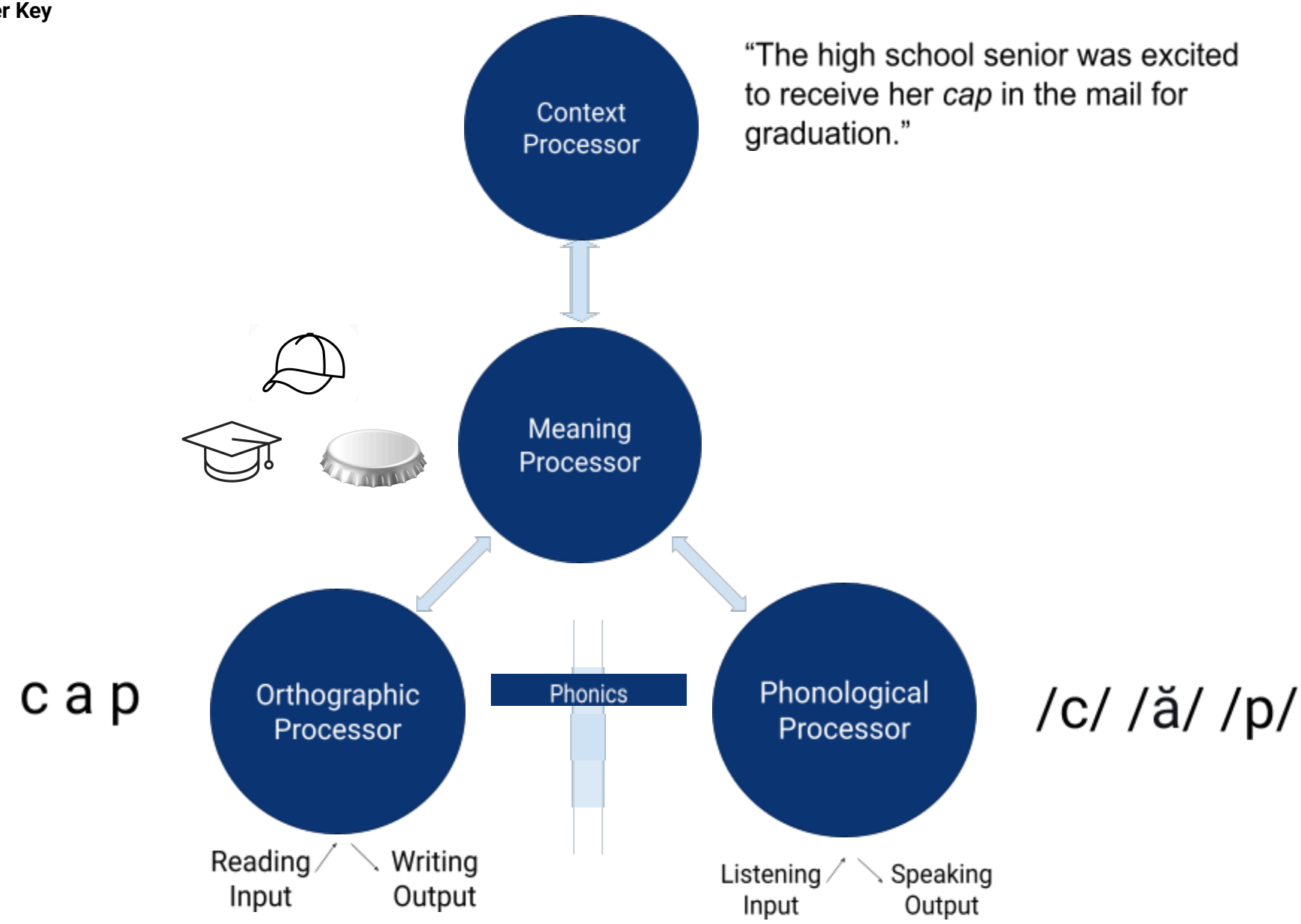


Listening Input

Speaking Output

c a p

Answer Key



Appendix E: Instructional Strategies

CDE Reviewers: The following instructional strategies can be found within this module

Instructional Strategy	Description	Location in Module
Corrective Feedback	Affirms correct responses and provides specific, corrective feedback for errors	Section 4: Features of Effective Instruction
Multiple Examples or Modes	Modeling and providing examples enables students to understand and visualize expectations	Section 4: Features of Effective Instruction
Repetitions	Repetition in teaching reinforces learning by providing multiple exposures to key concepts, helping students retain information, build fluency, and strengthen long-term comprehension.	Section 4: Features of Effective Instruction
Scaffolding	Students are provided all the support needed to arrive at the correct answer; ultimately, the intent is to remove a scaffold as students learn the skill and can perform it independently and automatically; scaffolded instruction affirms correct responses and provides students with specific, corrective feedback for errors	Section 4: Features of Effective Instruction
Sequential Instruction	A structured teaching approach that presents concepts and skills in a logical, step-by-step progression, ensuring that each new lesson builds on prior knowledge.	Section 4: Features of Effective Instruction
Systematic Instruction	Skills and concepts are presented logically and sequentially, building from simple to complex; instruction is broken down into manageable, step-by-step chunks that are appropriate to the instructional goals and include pacing that is appropriate	Section 4: Features of Effective Instruction
Direct Instruction	Overtly teaching the steps needed to understand a concept or skill or to complete a task	Section 4: Watch, Read, and Learn: Where Are the Features?