Making Reading Instruction Explicit for Students with Persistent Reading Difficulties

**Topic Area:** Instructional Practices / Reading  
**In-Service Credit:** 12

A follow-up implementation survey will be sent four weeks after the course ends. The survey will close two weeks later, after which inservice points will be sent in. You will receive two additional points for completion of the online survey.

**Target Audience:** The content and instructional strategies presented in this professional learning event are aligned with Common Core State Standards and the Comprehensive Framework for Effective Instruction, Teaching, and Learning.

**Learning Objective:**
Participants will learn ways to increase the explicitness and intensity of reading instruction to be responsive to students' needs. Research is clear that differentiated lessons, using explicit instruction and increased intensity, are essential for K-12 students experiencing persistent and significant difficulties in reading.

**Learning Goals:**
Upon completion of this course, participants will understand the meaning of the following terms as they relate to reading Instruction:

- Strategic Integration
- Conspicuous Strategies
- Mediated Scaffolding
- Primed Background
- Knowledge
- Judicious Review
- Adequate Time
- Small Group Instruction
- Frequent Student Response
- Appropriate Pacing
- Precise Monitoring
- Positive and Immediate Corrections

Teachers will understand that…
1. The instruction is responsible for student success. If the learner has not learned, the instruction is not working.
2. There are principles for developing a differentiated environment that should be used to respond to each student’s needs in order to maximize student achievement.
3. Comprehension of written text is the goal of all reading instruction.
4. Students with persistent reading difficulties need explicit instruction in deficit areas as determined by assessment information.
5. There are specific instructional design principles that can be used to increase the explicitness of instruction.
6. There are specific teacher delivery methods that can be used to increase the intensity of instruction.
7. Instructional design principles and teacher delivery methods are interrelated and are more effective when used in combination.
8. The level of explicitness and intensity that is needed is based on student assessment information.
9. The instructional design principles and teacher delivery methods can apply to all instruction.
10. Using the instructional design principles and teacher delivery methods effectively requires supported practice over time.

Teachers will be able to …
1. Identify the guidelines, classroom elements, and student characteristics that are a basis for differentiating instruction to respond to students’ needs.
2. Identify evidence of the instructional design principles and teacher delivery methods in various reading lessons.
3. Identify how to determine whether or not a lesson is explicit and intensive enough to meet a student’s needs.
4. Explain how to increase the explicitness and intensity of a lesson, when needed, by using the instructional design principles and teacher delivery methods.
5. Develop a fluency-building plan for dysfluent readers.

Learning Activities:
1. Learn and process information using a variety of individual and group activities during the two day professional development experience.
2. Define and apply terms related to differentiated instruction, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
3. Analyze an explicit vocabulary lesson and explicit comprehension lessons as a model for developing similar lessons.
4. Compare a variety of sample decoding lessons to determine the level of explicitness and intensity, and for the purpose of determining specifically how to make phonics lessons more explicit and intense.
5. Participate in a fluency case-study to practice how to make a fluency-building plan for students who are dysfluent readers.
6. Identify specific ways to increase the explicitness and intensity of reading lessons in response to individual student’s needs.

Implementation/Follow-Up Strategies:
Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants will be particularly encouraged to complete the comprehensive online module Differentiating Reading Instruction: Making It Explicit which further applies the foundational information from this two day face-to-face experience.

Evaluation:
A follow-up implementation survey will be sent four weeks after the course ends. The survey will close two weeks later, after which inservice points will be sent in. You will receive two additional points for completion of the online survey.
References:


Just Read, Florida! Florida Department of Education. Website http://www.justreadflorida.com/about.asp.

Literacy Essentials and Reading Network. Website: http://learn.nefec.org/resources/content/index.aspx

Literacy Information and Communication Systems. Website: http://lincs.ed.gov


National Reading Panel. Website: www.nationalreadingpanel.org

Reading Rockets. Website: www.readingrockets.org


**FDLRS Contact:**