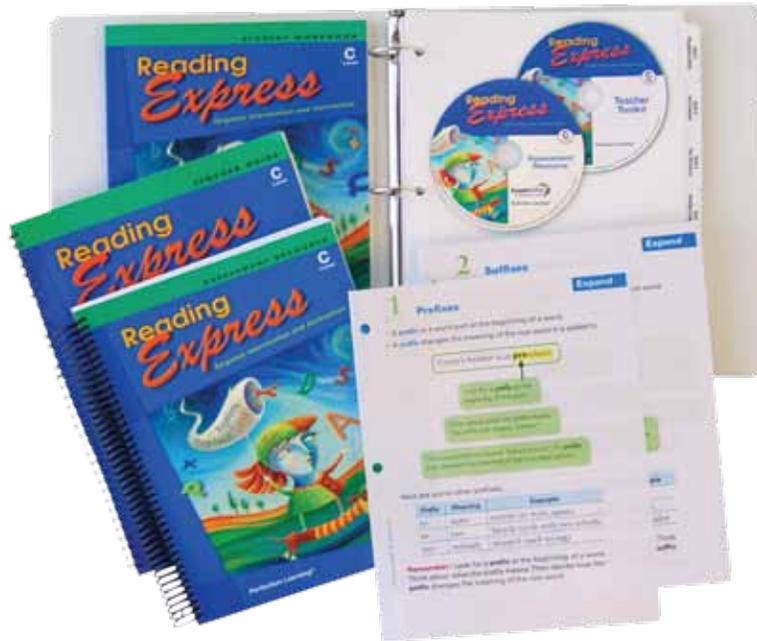


# Research-Based Vocabulary and Literacy Skills Instruction and Intervention

## ***Reading Express: Targeted Intervention and Instruction*** Grades 3–8



**“Low-performing students need assistance to focus on and internalize the skills and strategies they are taught.”**

—McCormack, 2003; Strickland, 2002

Research in the last 30 years has identified the most effective intervention strategies for students who are struggling with mastering vocabulary and literacy skills. Yet many schools and districts, even those that are aware of research-based principles for reading intervention, often fail to successfully implement them on a long-term basis.

This disconnect between research and practice may be due, in part, to the fact that published classroom materials have not integrated successful reading intervention practices into the

instructional design. A district-wide effort to improve reading skills and strategies for all students should include using instructional materials that help teachers understand and apply research-proven strategies.

*Reading Express: Targeted Intervention and Instruction* for grades 3 through 8 incorporates and models the delivery of best practices and principles for successful reading intervention in an easy-to-use and effective format.

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# Instructional Strategies

**“The most effective approach to improving reading comprehension in students with learning disabilities appears to be a combination of direct instruction and strategy instruction.”**

—Stanberry and Swanson, *Ph.D.*

The *Reading Express* Program is made up of standards-based lessons that each focus on an explicit skill or strategy. The instructional model used is the Gradual Release of Responsibility (Pearson and Gallagher, 1983). This model begins with direct instruction followed by the gradual release of responsibility from teacher direction to student application.

Direct Instruction is a systematic instructional approach that directly or explicitly teaches skills and strategies. Direct instruction can be delivered to one child or an entire classroom and is especially effective with small groups of students who are struggling with comprehension skills.

The Gradual Release of Responsibility Model begins with direct instruction and uses the following instructional design.

- Teacher modeling
- Guided practice
- Independent practice
- Application

The Gradual Release of Responsibility Instructional Model used in *Reading Express* moves from teacher-directed instruction and guided practice on an explicit skill or strategy to independent practice and application by the student.

## Reading Express Instructional Model

Gradual Release of Responsibility Model	Reading Express Lesson Design
1. Directed questioning and responses	Step 1—Explain
2. Teacher modeling of skill/strategy	Step 2—Expand
3. Guided practice	Step 3—Explore I
4. Skill practice and repetition with control of task difficulty (independent practice)	Step 4—Explore II, and so on
5. Formative assessment and student reflection	Step 5—Explore and Exit Ticket
6. Additional guided practice	Step 6—Re-Explore
7. Independent application	Step 7—Apply

### Reading Express Step 1: Explain

**Explain** begins each scripted lesson with an introduction to the standards-based skill. Talking points and suggested questions access prior knowledge, build background knowledge, and introduce academic vocabulary.

### Reading Express Step 2: Expand

A minilesson transparency models and explains each standards-based skill addressed in the program. The teacher guide includes a scripted lesson to support teachers in presenting the minilesson. Each minilesson concludes with a recap of the featured skill, often offering a strategy for recognizing or remembering critical skill information.

Sample page from  
*Reading Express*  
Teacher Guide, Level D

**TEXT STRUCTURES**

- Distinguishing between cause and effect
- Identifying cause and effect

## Cause and Effect

# 26

**Explain**

Introduce **cause and effect** by writing the following sentence on the board or on overhead transparency:

People killed too many alligators, so they almost became extinct.

Read the sentence aloud.

What caused alligators to become extinct? (People killed too many of them.)

Write the **cause** and **effect** on the board or overhead transparency. Then write, *People killed too many alligators, so they almost became extinct.*

The **cause** in this sentence is "people killed too many alligators." A **cause** is the reason something happens. A **cause** is the first thing that happens.

What is the **effect** in the sentence? (Alligators almost became extinct.)

Write, *they almost became extinct, under the word effect.*

An **effect** is what happens as a result of the **cause**. An **effect** always happens second or after the first event. The word **so** is a "signal" that there is a **cause and effect** relationship in the sentence.

**Cause and effect** explain the reason things happen or how things become the way they are. A **cause** is the reason something happens. An **effect** is what happens as a result of the **cause**.

**Expand** (Student Transparency 26)

Use **Describe Transparency 26** as a group minilesson on **Cause and Effect**. Begin by reviewing the sentence on the board or overhead transparency in English.

What caused the alligators to almost become extinct? (People killed too many of them.)

What is a **cause**? (The reason something happens.)

What was the **effect** of people killing too many alligators? (The alligators almost became extinct.)

What is an **effect**? (What happens as a result of the cause.)

Call students' attention to the **bullet points** on the transparency and read them aloud. A **cause** is the reason something happens. An **effect** is what happens as a result of the **cause**. **Cause and effect** explain the reason things happen or how things become the way they are.

Read the paragraph entitled "Piano Sounds" aloud. Then read the first sidebar aloud and point to the title of the paragraph.

What is the **subject** of the paragraph? (Piano sounds.)

Read the second sidebar aloud.

26 Lesson 26 Cause and Effect • TEXT STRUCTURES

Level D

“Low-achieving students benefit from scaffolded instruction, with the teacher modeling strategies and guiding practice.”

—Lauer, 2004; Strickland, 2002

### Reading Express Steps 3 & 4: Explore

Activities in the **Explore** section of each lesson provide scaffolded student practice for each standards-based skill. The first **Explore** exercise is a teacher-guided activity and bridges teacher-guided instruction and independent practice.

An additional one to three **Explore** activities provide independent practice, with the degree of difficulty increasing with each activity. Suggestions in the teacher guide help the teacher provide the level of support needed by individual students for these additional **Explore** activities.

### Reading Express Step 5: Explore and Exit Ticket

Student performance on the **Explore** activities provides opportunities for informal assessment. Additionally, the **Exit Ticket** offers oral assessment of the featured skill and an opportunity for student reflection. The teacher guide provides questions for the **Exit Ticket** reading conference.

Formal, summative assessment is provided in the Assessment Resource with diagnostic pretests, unit tests, and mastery tests.

### Reading Express Step 6: Re-Explore

**Re-Explore** reproducible activities offer further practice for students who need it. Item types include

- Multiple-choice
- Constructed response
- Short answer
- Graphic organizer
- Writing exercises

The item types in the **Re-Explore** activities for each skill always differ from those in the **Explore** section so students can become successful by using different learning approaches.

### Reading Express Step 7: Apply

Suggestions for applying the skill in a content-area activity are provided in the teacher guide. Choices include authentic activities for science, social studies, health, music, or reading where the targeted skill is a natural fit.

“With independent application, struggling readers develop the confidence to become self-directed learners.”

—Strickland, 2002

Name \_\_\_\_\_ **Explore**

## 27 Chronological Order

LESSON

**IV Determine Steps in Chronological Order**

Read the recipe. Then answer the questions.

**No-Dahe Cookie Recipe**

**Ingredients:**

2 cups granulated sugar	1/2 cup peanut butter
3 tablespoons cocoa powder	2 teaspoons vanilla
1/2 cup milk	2 1/2 cups oats
1/4 cup margarine	

**Directions:**

First combine the sugar, cocoa powder, milk, and margarine in a saucepan. Heat on the pan on a stove burner and bring it to a boil for over medium heat. Next, add the recipe for three minutes, stirring constantly. After that, take the pan off the burner. Then stir in the peanut butter. When the peanut butter is dissolved, add the vanilla and oats and etc. Finally, place spoonfuls on waxed paper to cool.

1. What should you do first to make the cookies?

2. Which word signals you when to stir the mixture after it comes to a hard boil?

3. What should you do right after you take the pan off the burner?

4. What should you do right before you put spoonfuls of the mixture on waxed paper?

5. What should you do last?

6. What words in the directions show chronological order?

*Chronological order is time order, from first to last. Chronological order is used to write directions such as in recipes.*

*To answer this question, recall that the word "right after" means "directly following" in time order. Look for the thing to do immediately after taking the pan off the burner.*

Level D Lesson 27 Chronological Order • 101 08/07/05 25

Name \_\_\_\_\_ **Explore**

Write the standard(s) \_\_\_\_\_

## 14 Charts

LESSON

**ACADEMIC VOCABULARY**

A **chart** shows information in rows and columns.

A **pie chart** shows information in a circle.

**HEADS UP**

When you are reading a chart, read the title and headings first. Don't overlook charts. They are a great comprehension tool.

**1 Read a Chart**

Read each chart below. Then answer the questions that follow.

**Presidential Elections**

Date	Winner	Party	Electoral Votes
1789	George Washington	None	69
1796	John Adams	Federalist	71
1804	Thomas Jefferson	Democratic-Republican	162
1824	John Quincy Adams	Democratic-Republican	84
1844	James K. Polk	Democratic	170
1860	Abraham Lincoln	Republican	180
1884	Grover Cleveland	Democratic	219

1. Who ran for president without a political party?

a. John Adams  
b. John Quincy Adams  
c. George Washington  
d. Grover Cleveland

2. Who received the most electoral votes?

a. James K. Polk  
b. Grover Cleveland  
c. George Washington  
d. Thomas Jefferson

*continued* →

Level D Lesson 14 Charts • TEXT FEATURES 31

Sample pages from *Reading Express, Level D*

# Differentiated Instruction

Students with learning disabilities are a heterogeneous group with different needs and learning styles. Not all will respond positively to the same instructional method.

*Reading Express* offers the teacher differentiated instructional models for added support of specific tasks and suggestions to accommodate a variety of learning styles.

## Intervention for ELL Students

**“If English language learners are to catch up academically with their native English-speaking peers, their cognitive growth and mastery of academic content must continue while English is being learned. Thus, the teaching of English as a second language should be integrated with the teaching of other academic content that is appropriate to the students’ cognitive level.”**

—Cummings, 1994

Current federal initiatives, including NCLB, Title I, and Title II, seek to ensure that English language learners keep pace, linguistically and academically, with their native English-speaking peers. In order to meet these challenging new standards, teachers must integrate English language instruction with the teaching of essential content-area concepts.

*Reading Express* offers ELL Resources specifically designed to work with each standards-based lesson. These resources include skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English language learners.

We learn new information by connecting it to what we already know to construct meaning. This prior knowledge is called *schemata* and reflects the experiences, conceptual understanding, attitudes, values, and skills a reader brings to a text situation (Vacca, 2002). The frontloading activities in the ELL Resource build on schemata as they draw parallels between the English language learners’ native language and the academic and content vocabulary in the standards-based lessons in *Reading Express*.

Sample pages from  
*Reading Express*  
ELL Resource, Level C

**1** **Prefixes**

LESSON

**Objectives**

- Preteach the terms root word and prefix.
- Check for understanding of new words created by using prefixes.
- Review difficult vocabulary.
- Summarize the Re-Explore story.

**Before the Lesson**

**Preview Vocabulary**

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on page xv.

**blowback**—happening either twice a week or every two weeks. (Use a calendar to explain blowback.)

**blinked**—closed and opened the eyes. (Demonstrate blinking and have the students blink their eyes.) I **blinked** my eyes.

**disbelief**—thought that something is not true. (Ask students if they have ever seen a home makeover program on television. Explain what happens in this type of show. When the family comes home and sees how different their houses look, they do not believe it is the same house! They are in **disbelief**.)

**impossible**—not able to happen. (Pick up a book. I can pick up this book. It is possible. Try to pick up your desk.) I **cannot** pick up this desk. It is **impossible**, not possible.

**misread**—read incorrectly. (Read a sentence from a book and make a mistake.) I **misread**. I read it wrong.

**misunderstood**—failed to understand, thought wrong. (I thought I knew what you had said, but I was wrong. I **misunderstood** you.)

**pregame**—happening before a game. (The show starts before the game. It is a **pregame** show.)

**restart**—start over; start again. (Do a simple math problem on the board. Make a mistake.) I made a mistake, so I **had** to **restart** the math problem. I **had** to start again. (Do the math problem over, solving it correctly this time.)

**refill**—fill again. (Pretend to fill a glass.) I **filled** the glass. (Now pretend to drink it out.) I **drank** out the water. (Pretend to fill the glass again.) I **filled** it again. I **refilled** the glass.

**Preteach Academic Vocabulary and Concepts (prefixes)**

Preteach the academic vocabulary: root word, base word, and prefix using a five-column chart such as the one below.

Root Word	Prefix	New Word	Meaning	Prefix Meaning
read	re-	re-read	to read again	again

(Write the word **re-read** on the board.) Let's determine the meaning of **re-read**. (Write the action word **read** underneath root word in the chart.) This is the root word. The word we start with. (Act out the word by opening a book to the first page.) I will read the first page. (Close the book.) I want to read the book again. I will **re-read**.

(Write **re-** in the second column.) This is the prefix. It comes before the root word. It changes the meaning of the word.

(Write **read** in column three.) This is the new word. Because we added the prefix **re-** to the base word, **re-read** means "to read again." (Write **read** again in column four. Write **again** in column five.) The prefix **re-** means "again."

(Complete the chart using each vocabulary word from the Preview Vocabulary section.)

(After a few examples, work together with the students to fill out the chart by asking questions.) What is the root word? What is the prefix? How did the word change? What does the word mean now? What does the prefix mean?

**Assess Understanding**

(Complete the ELL Explore Prefixes I activity with students. As students work with you, ask comprehension questions.) How did this word change? What does the word mean now? What does the prefix - mean? How did the prefix change the word?

(After you have completed ELL Explore Prefixes I with students, have students try to complete ELL Explore Prefixes II independently.)

Level C Lesson 1: Prefixes and Suffixes • VOCABULARY SKILLS 1

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