

**EDCI 4010 Response to 7.5/7.5U.f. I: structured, organized, direct, systematic, and explicit instruction being addressed.**

**Reviewers Comment:** Reviewers could not find explicit evidence of structured, organized, direct, systematic, and explicit instruction being addressed.

**Response:** please find the following evidence below:

1. Lecture slide from week 9 (lecture titled **Lecture: Principles of Effective Instruction:** instructional planning, design, and adaptations for students with LD, SLI, dyslexia). Sample slide from lecture is provided:

## Principles of Effective Literacy Instruction:

- **Systematic Instruction** follows a cohesive and coherent scope and sequence, progressing from easier/simpler concepts/tasks to more challenging ones.
- **Direct Instruction** in literacy follows the steps of I do-we do-you do, where the teacher and learners progress from modeling to guided practice to independent practice. The skills are revisited and progress monitored.
- **Explicit Literacy Instruction:** Teachers make clear for students how to engage in a particular skill, how to be strategic when they approach and engage with a task.
  - This includes:
    - breaking down tasks,
    - setting clear goals,
    - modeling the steps/engaged behavior,
    - providing plenty of guided and independent practice and providing clear, immediate/timely feedback that is positive and constructive
- **Structured Literacy Instruction:** addresses phonology, phonics, sound-symbol association, syllable instruction, morphology, syntax, semantics, and pragmatics. It focuses on the students' strengths and needs and ensures that all the components of reading are addressed and monitored.
- What Features of Instruction do you recognize in this video:
- <https://www.youtube.com/watch?v=cciMpUePOV0>

Further readings:

[https://www.aft.org/ae/winter2020-2021/brownell\\_ciuillo\\_kennedy](https://www.aft.org/ae/winter2020-2021/brownell_ciuillo_kennedy)

<https://www.readingrockets.org/topics/about-reading/articles/structured-literacy-instruction-basics>

2. Further, assignment in week 9 is to go through Lesson 5 “Classroom Based Supports” in UC/CSU Collaborative Early Childhood and Dyslexia Module. <https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/early-childhood-and-dyslexia/>. Lesson 5 explicitly addresses systematic, direct, explicit, and structured literacy instruction. Select screenshots from the lesson are below.

A. Systematic and Strategic Instruction with examples for implementing and monitoring of the instruction. (next page)

**Early Childhood and Dyslexia**

**Instruction and Interventions**

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- Overview
- Early Childhood and Dyslexia
- Risk and Resilience Factors
- Early Markers
- Classroom-Based Supports**
- Classroom Instruction/Intervention: Part I
- Classroom Instruction/Intervention: Part II
- Family-Based Supports
- Key Takeaways
- Credits

Working with children whose language and early literacy skills suggest potential risk for reading difficulties requires classroom instruction that is systematic and strategic, evidence-based, and grounded in school-home partnerships. Instruction that is critical for these children is beneficial for ALL children, as it assists educators to: a) incorporate all key components of language development and pre- and early literacy; b) proactively monitor students' language and pre- and early literacy skills development; and c) carefully scaffold targeted areas of potential difficulties.

**1**

**Systematic and Strategic**

Instruction that strives to be effective requires a systematic and strategic approach, the elements of which include planning, implementing and monitoring. Adapted from Powell & Fuchs (2015).

PLANNING INSTRUCTION	IMPLEMENTING INSTRUCTION	MONITORING INSTRUCTION
<p>Planning instruction begins with the collection of performance data, through screening, teachers' observations, and interviews with caretakers, that provide background information about language and literacy development. It is important to collect data across settings because children's use of language is often context-based. Using these data, teachers identify patterns of whole class, small group, and individual student's strengths and needs. After needs are identified, teachers plan the scope and sequence of instruction.</p>		

## B. Direct Explicit Instruction

**Early Childhood and Dyslexia**

**Instruction/Intervention Steps**

A step-by-step guide for planning, implementing, and monitoring systematic and strategic instruction appear below.

PLANNING EFFECTIVE INSTRUCTION	IMPLEMENTING EFFECTIVE INSTRUCTION	MONITORING INSTRUCTIONAL IMPACT				
<p><b>Implementing Effective Instruction</b></p> <table border="1"> <thead> <tr> <th>Activities</th> <th>Intensification</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>Warm Up/Review tapping into students' strengths, including multilingualism</li> <li>Explicit Engaging Instruction               <ol style="list-style-type: none"> <li>Modeling</li> <li>Guided practice</li> <li>Immediate and corrective feedback</li> </ol> </li> <li>Review and repetition through games, songs, and multilingual language play</li> </ol> </td> <td> <ul style="list-style-type: none"> <li>Examining peer interactions, creating most supportive small groups</li> <li>Reducing group size</li> <li>Increasing activity time or frequency and adjusting pacing</li> <li>Support home and academic language development across all activities</li> <li>Switching the instructor (e.g. teacher vs. bilingual assistant vs. parent volunteer) to include home language support</li> <li>Increasing concreteness of content</li> <li>Use of smaller linguistic units in all languages spoken by the student</li> <li>Precise language/use of all languages spoken by the student</li> <li>Explicit Modeling</li> <li>Repetition and Repeated practice</li> <li>Ongoing error correction within the context of showing student progress over time</li> </ul> </td> </tr> </tbody> </table>			Activities	Intensification	<ol style="list-style-type: none"> <li>Warm Up/Review tapping into students' strengths, including multilingualism</li> <li>Explicit Engaging Instruction               <ol style="list-style-type: none"> <li>Modeling</li> <li>Guided practice</li> <li>Immediate and corrective feedback</li> </ol> </li> <li>Review and repetition through games, songs, and multilingual language play</li> </ol>	<ul style="list-style-type: none"> <li>Examining peer interactions, creating most supportive small groups</li> <li>Reducing group size</li> <li>Increasing activity time or frequency and adjusting pacing</li> <li>Support home and academic language development across all activities</li> <li>Switching the instructor (e.g. teacher vs. bilingual assistant vs. parent volunteer) to include home language support</li> <li>Increasing concreteness of content</li> <li>Use of smaller linguistic units in all languages spoken by the student</li> <li>Precise language/use of all languages spoken by the student</li> <li>Explicit Modeling</li> <li>Repetition and Repeated practice</li> <li>Ongoing error correction within the context of showing student progress over time</li> </ul>
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## C. Reflection Questions:

# Early Childhood and Dyslexia

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as the strongest predictor of emergent literacy skills (Carroll et al., 2019; Chomsky, 1972).

## Reflection Questions

1. Which of the features of effective instruction and intervention discussed in this lesson are especially critical for bi/multilingual learners?
2. What are some ways in which teachers can intensify their instruction?
3. How can a teacher tell if an intervention or a strategy is evidence-based and why is this important?

CONTINUE