Activity: High Leverage Practice and the Strategic Instruction Model

Tier 1

A third grade teacher, Mrs. Lexicon, has planned a lesson to provide opportunities to practice comprehension skills with a focus on expanding their breadth of sophisticated vocabulary knowledge. The lesson begins with Mrs. L reading a passage aloud while displaying the text on the Smartboard. Students are prompted to look and listen for vivid verbs as she reads. After the passage is completed, Mrs. L asks students to identify the vivid verbs and to infer meaning. As the class discusses the sophisticated words, they are asked to think about how they might use those words, making linkages to familiar words, in their own stories later in the day.

Tier 2

Mrs. Lexicon has identified a group of students who need targeted supplemental instruction. Mrs. L uses flexible grouping to model thinking about a vivid vocabulary word. First, together Mrs. L and the group chorally read a portion of the text. Mrs. L. focuses the students on one word, blurting. She allows for active student engagement by pausing and asking the students what they think it means when a word is blurted out. As students provide answers, Mrs. L. provides positive and corrective feedback. After students model what blurting means, Mrs. L. states explicitly that if the author used the word said instead of blurting, the reader could not visualize the interruption. She then tasks the group to practice locating vivid vocabulary by reading the remainder of the text independently and identifying the vivid vocabulary, just as they did as a group.

Tier 3

Mrs. Lexicon was certain that one student, Adam, from the small group would need more intensive support beyond the small group instruction. When she dismissed the group to continue reading independently, she asked Adam to stay with her for more explicit instruction. Mrs. L provided more modeling by reading the passage in its entirety aloud to Adam. Then she segmented the passage into shorter chunks for Adam to read to her. Mrs. L had Adam summarize the segments in his own words and write down his ideas and vocabulary words as they discussed so that he would have an outline prepared for the writing assignment later in the day.