

1: The AFTEREFFECT OF Content Structured Instruction

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Nearly a century has passed since Samuel Orton conducted his pioneering work with children with language disorders who were bright, but could not read. We have known for years how to teach dyslexic children to read, spell, and write; yet countless students still struggle in school to learn these basic skills. Effective reading instruction focuses on teaching the specific areas of language that undergird learning to read, spell, and write—phonology, morphology, semantics, syntax, and discourse, as well as sound-symbol association. The explicit and systematic instruction of SL ensures students build their skills in each component area of literacy. SL teaches students to appreciate phonological sound units, such as syllables and phonemes, the smallest sound units, when they hear them orally in words. In concert with strengthening phonological and phonemic awareness skills, the SL approach espouses teaching students to map the sounds of our language onto letters and letter combinations. Understanding morphology is another key component to the teaching of reading and spelling. Initially, students are taught inflectional morphemes, such as the verb tense endings -ing and -ed. SL also focuses on syntax. SL instruction systematically guides students through these components and more. The goal is to integrate newly learned skills into a smooth and automatic reading experience in order to facilitate comprehension—in other words—learning. For example, as a clinician, when I begin working with a client who is in the 5th grade and who does not have basic decoding skills, I begin with the basics—teaching phonemic awareness and letter-sound combinations. But, at the same time, I may also teach the six syllable types and introduce some Latin roots, prefixes, and suffixes. The SL approach ensures that I begin with and solidify the basics, but that I also know to incorporate advanced word study into my instructional plan as quickly as possible for these older students. Because SL systematically incorporates all aspects of spoken language into the teaching of reading, spelling and writing, from the awareness of individual sounds to the meaning of entire sentences, the approach helps the student, whether dyslexic or just learning to read, to develop a full and refined understanding of the structures of language that set the stage for successful and solidified reading, spelling, and writing habits. Understanding and incorporating the tenets and practices of Structured Literacy is a win for teachers, clinicians, and tutors, but most importantly, it is life-changing for the students whose literacy skills we want to improve. Read more about Structured Literacy [here](#). Pierson wishes to thank Fran Sobolak for an initial draft and her colleague Dr. Lauren Katz for her review of this piece. In addition to providing the leadership to DyslexiaHelp, Dr.

2: Special Education / Programs & Support Services

In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration.

Definition[edit] Sheltered Instruction, also referred to as SDAIE in California, is a teaching style founded on the concept of providing meaningful instruction in the content areas social studies, math, science for transitioning Limited English Proficient LEP students towards higher academic achievement while they reach English fluency. This method type is often used in mainstream secondary classrooms where the students have a foundation of English education. Instead of providing watered down curriculum for LEP student, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing. Teachers call on a number of different instruction methods such as the use of socialization practices to allow the content to be more accessible. The differences between ESL instruction and the use of sheltered instruction or SDAIE is that sheltered instruction does not focus entirely on language development; instead, through various other topics or actual content material in the curriculum, English proficiency is achieved. Since then the need for proficient teachers capable of sheltered instruction has increased. The ESL certified teachers and programs have decreased due to new legislation, but the number of LEP students is rising causing teachers to build upon their abilities to take on the linguistically diverse classroom. Teacher Preparation[edit] As in any instructional approach, the use of sheltered instruction is effective when the teacher is capable of administering the lessons effectively, although the causal direction of this tautologous observation is not clear. If the lesson is administered effectively, then, by definition, the teacher is capable of administering it effectively, but if it is not administered effectively, then it cannot be determined whether this is due to teacher factors or methodological weakness. Without a far more rigorous evaluation, the claim that this is a viable approach cannot be confirmed because it is assumed that any problems arise from teacher factors, not methodological weakness. Many pre-service teacher programs are working to equip teachers with the skills they need to be successful. Beginning with pre-service teachers achieving a strong foundation of cultural psychology, language theory and acquisition as well as certified content knowledge in their undergraduate major, the courses incorporate multiple field experiences as well as pedagogical methods and cultural diversity instruction. There are many alternative ways teachers can learn how to increase effectiveness of instructional delivery and create a culturally responsive classroom, including online resources. Some examples of lessons include hands-on and cooperative learning activities, vocabulary, and the use of visual clues. Teachers may use sheltered instruction in a mainstream class to support English language learners, or a class may be specially designed, such as "Sheltered U. Increase wait time, be patient. Give your students time to think and process the information before you provide answers. A student may know the answers but need more processing time in order to say it in English. The exact word and correct grammatical response will develop with time. Instead, repeat his or her answer, putting it into standard English, use positive reinforcement techniques. Speak directly to the student, emphasizing important nouns and verbs, using as few extra words as possible. Instead, give the student an opportunity to demonstrate his or her comprehension and knowledge through body actions, drawing pictures, manipulating objects, or pointing. Demonstrate, use visuals and manipulatives. Whenever possible, accompany your message with gestures, pictures, and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words. Understanding input is the key to language acquisition. Make lessons sensory activities. Give students a chance to touch, listen, smell and taste when possible. Talk about the words that describe these senses as students physically experiences lesson. Write new words as well as say them. Pair or group students with native speakers. Give students tasks to complete that require interaction of each member of the group, but arrange it so that the student has linguistically easier tasks. Utilize cooperative learning techniques in a

student-centered classroom. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language. Learn as much as you can about the language and culture of your students. Go to movies, read books, look at pictures of the countries. Keep the similarities and differences in mind and then check your knowledge by asking your students whether they agree with your impressions. Encourage the students to point out differences and connect similarities. An important goal should be to encourage the students to keep their home languages as they also acquire English. Let students help bring about a multicultural perspective to the subjects you are teaching. Encourage students to bring in pictures, poems, dances, proverbs, or games. Encourage students to bring these items in as part of the subject you are teaching, not just as a separate activity. Do whatever you can to help your fluent English-speaking students see all students as knowledgeable persons from a respected culture. Sheltered Instruction Observation Protocol[edit] The Sheltered Instruction Observation Protocol is a research-based observation instrument that is used to measure sheltered instruction.

3: Ware, Jennifer- Structured Instruction / Overview

Structured Teaching--The TEACCH Method. Structured teaching via the TEACCH method was developed by Professor Eric Schopler and many of his colleagues at the University of North Carolina at Chapel Hill. The TEACCH method is not considered an actual therapy but rather a therapeutic tool to help autistic individual.

In cases like this, learners learn about some skills instead of learning about terms. This teaching way combines words and content, so it is recognized as an effective teaching method by many experts. CBI can be utilized in a variety of ways for different skills and includes not only traditional coaching methods such as grammar-based instructions but also functional method such as Communicative Vocabulary Coaching. According to this model, when learners get comprehensible input, it is less complicated to learn the target language. And as a result, they can acquire it. And CBI has some features, including learning a language through academics skills and engaging in activities, that lead to meaningful and comprehensible input. Background Communicative Language Coaching CLT indicates a significant change in vocabulary teaching in twentieth century. The origins of CLT can be found in the changes in the Uk language teaching tradition. Until then, Situational Language Coaching was the major British method of the teaching English as a foreign language. CLT centers on presenting students opportunities to apply using communicative function. Among the procedures of communicative-based methods, CBI is one of the methods that its reputation and applicability have been increased since the s. Saint Augustine made some tips regarding concentrate on important content in dialect teaching. In the s, other educational programs have been designed. Each of them emphasize the process of acquiring content through vocabulary rather than the study of terminology. Although there are moderate variations in their aims, all the models buy into the role of words as a way of learning content. CBI got a few of its theory and design from these ideas. I will quickly look at the role of content in these programs. Language across the Curriculum is an indicator for native vocabulary education. It had been recommended by way of a British governmental percentage in the s. It stresses a focus on reading and writing in various subjects. Immersion Education possessed an effect on the theory of CBI as well. In this plan, the ordinary school syllabus is educated through the spanish. The spanish is not the main topic of instruction. For example, a Spanish speaking child may enter an elementary university where the terminology of teaching for the complete content subject matter is French. Because the s, immersion programs have been used in many parts of North America, and new types of immersion have been organized. In the United States, immersion program can be viewed as in a number of dialects, including French, German, Spanish, Japanese, and Chinese language. Immigrant On-Arrival Program usually provides attention on the terms of those immigrants who are lately arrived. Immigrants need to know the language of the united states they reside in. Australia was the first country that designed such a course. For a particular situation, notional, efficient and grammatical instructions are integrated. And its normal course comforters those elements of dialect that are needed to deal with federal corporation, shopping, finding employment, etc. Australia uses Direct Method as the strategy of recently appeared immigrants. Programs for Students with Limited English Proficiency are used for two groups of children. First, these programs are used for those children whose dialect competence is not effectively developed to be able to participate in normal classrooms. Second, they are used for those children who have immigrated to another country, and their parents take part in immigrant on-arrival program. These programs make an effort to make children ready in order to be able to get into the standard classrooms. In EST classes, learners learn to read complex articles or even to write academic documents in different domains of technology. It identifies the concurrent analysis of dialect and subject material. Quite simply, students are learning content e. Some research workers believe that content is evidently an academic subject material while others believe it can be any matter, theme or problem of interest. It is mentioned that language learning is more motivating when learners focus on something other than language. Usually, language is utilized for some purposes. Also, CBI classrooms can produce a rise in intrinsic motivation, since students are focus on subject material that is important with their lives. And, students are beyond temporary extrinsic factors, like grades and assessments. It can also be declared as "when dialect becomes the medium to convey informational

content of interest and relevance to the learner, then learners are directed toward concerns of intrinsic matter" Dark brown, , p. CBI stocks the same basic principles with CLT and can be seen as a reasonable development of some of the concepts of CLT, especially those guidelines that relate with the role of so this means in vocabulary learning. Because CBI provides an approach that is especially suited prepare ESL students to get into elementary or secondary education, it is widely used in English-speaking countries throughout the world. A difference between CBI and other kinds of language syllabus is how the elements for vocabulary study are chosen. For example, in a grammatical syllabus, the things that are supposed to be learned are grammar factors. The syllabus could even be dependant on the course textbook. However, in CBI classrooms, the proper execution and series of terms syllabus are dependant on content material. Rather than creating a pre-selected grammar syllabus or list of vocabulary items, the sentence structure and vocabulary that are supposed to be learned come from the content material. So, it could be stated that since CBI refers to an approach rather than method, no particular techniques or activities are related to it. And their central target is on linguistic composition or vocabulary. Instead, CBI assessment must be concurrently genuine and interactive. Students are required to interact with educational materials relating to meaningful and contextualized text message in order to analyze their knowledge. Also, evaluation of CBI should not be simple and isolated. Students must incorporate information in order to create their own opinions about subject matter. These models can only be applied at the university levels. The types of the most typical models of CBI are theme-based vocabulary training, and sheltered content teaching. Conclusion Today, Content-based courses are frequent in various countries because the s, and this method is often used in ESP British for Specific Purposes classes where the content of source plays a substantial role. In addition, when learners become aware of the relationship between terminology learning and their preferred goals, they become even more stimulated to learn. Learners believe that learning is a kind of impressive thing because they know that they are studying authentic content material not material that are created for all your overseas learners in the mark terminology. It has also been became a valid procedure for language coaching at all stages of instruction, from elementary school to university levels, both in second or foreign language teaching settings. Generally CBI advocates declare that this approach leads to more lucrative results in comparison to other language teaching approaches. Examples of completed orders.

4: Sheltered instruction - Wikipedia

Eight articles address research in teaching essentials of decoding, instruction and research in reading comprehension, strategy training for arithmetic instruction, functional competence in communication instruction, vocational skills instruction for the handicapped, community living skills.

5: Structured instruction (edition) | Open Library

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6: Direct Instruction

Structured Literacy instruction is marked by several elements: Phonology. Phonology is the study of sound structure of spoken words and is a critical element of Structured Language instruction.

7: Sheltered English Instruction | Teaching Diverse Learners

Instructions "Yes" returns both the singular and plural forms of your search term, while "no" returns only the singular form of your search term. Choose "no" if you are using truncation or pattern matching in either of your search terms.

8: Structured English Immersion - Wikipedia

A unified Structured Literacy approach within a school's Response-to-Intervention (RTI) framework allows teachers in each tier to use the same curriculum to scaffold the learning and intensify the instruction as needed, with extra repetition, smaller group sizes, and/or increased instructional time.

9: Structured Instruction: Raphaela Reed / Overview

The Knowledge and Practice Standards for Teachers of Reading is a comprehensive evidence-based resource that outlines the knowledge and skills that all teachers should possess in order to deliver effective instruction and ensure that all children become proficient readers.

Educating lawyers now and then A New View of a Womans Body Microsoft Office Excel 2007 Inside Out European competition law and economics You can be a good parent on a low budget Toward an Evangelizing Church Conversations with Mikhail Borodin Surgery for chronic overuse tendon problems in athletes Deairy Kader and Nicola Maffulli. The Worst Witch Saves the Day (Worst Witch) Applying Social Psychology to Life Figure 14. Volleyball 122 Triumph bonneville t100 workshop manual A farm and river greenway on the St. Croix river: Standing Cedars Community Land Conservancy and Wisconsin The list of seven mark frost Glimepiride mechanism of action American government 9th edition wilson Ganga water tank price list Self-regulation in a / Captain Canot, or, Twenty years of an African slaver Complete guide to acquisitions management Hybrid design strategies around 1300: indications of a / Spectral numerical weather prediction models Make Money Self-Publishing Essays in modern literary criticism. Moses and Joshua or the Two Lion-gods of Egypt The revolution will not be funded full The elephant and the bad baby. Book of St. Augustines Abbey, Canterbury Blood Tastes Lousy With Scotch Loves Blazing Ecstasy Baseball Almanac 1992 (Baseball Almanac) Carrozzeria Boneschi Star wars d20 saga the book of sith Physical chemistry a molecular approach 1st edition Weimar Republic sourcebook Official sat blue book Relations between church and state Medical and veterinary entomology Saint michael's hymnal choir edition Ps vita manual