



AIM Institute for Learning & Research

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"We do not want students surrendering their life chances before they get to know their life choices. Being able to read and write will truly make a difference."

Dr. Alfred Tatum



Virtual Teaching Techniques For Language Structures

AIM Pathways to Practice Webinar Series

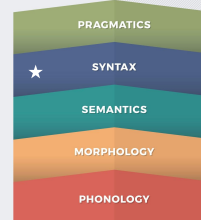


Why Is It Important?

The research...

Syntax

Rules for organizing words, phrases, and clauses to form sentences in a language



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

Int
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Skilled Readers:

They appear to use their knowledge of word function, phrase structures, parts of sentences, and how they work together to construct meaning.

They have "good sentence ears and eyes" that facilitate identifying idea units and integrating them within and between sentences to make sense of the academic text they are reading.

"There is a lot of evidence showing the importance of grammar in reading comprehension. Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too."

— Shanahan, 2013



What Should I Teach?

Breaking it down...

How To Build Meaning

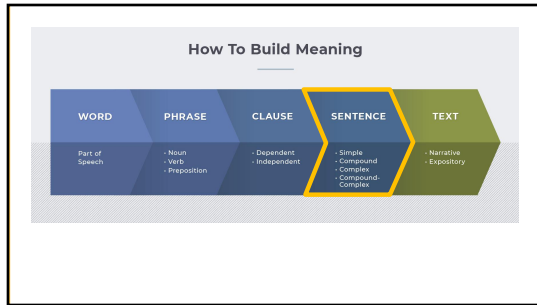


How To Build Meaning



How To Build Meaning






How Do I Teach It?

Evidence-based lessons...


INSTRUCTIONAL APPROACHES

Intentional on-purpose instruction (direct instruction)

- Grammar activities
- Sentence-level activities
- Sentence-level questioning
- Cohesive device activities


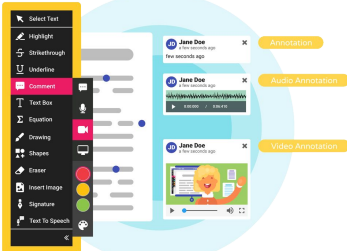

Incidental on-purpose opportunities (indirect instruction)

- Read-aloud
- Think-aloud
- Connect
- Talk



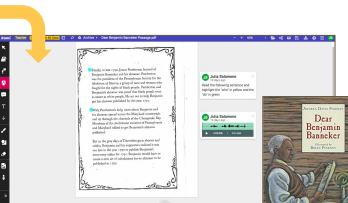

Questioning

- Noun:** who or what?
- Verb:** is or was doing?
- Pronoun:** who, what, or whose?
- Adjective:** which one, how many, or what kind?
- Adverb:** when, where, how, or why?
- Preposition:** what's the relationship between the words before and after?
- Conjunction:** what's connected or needs to be glued together?

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Parsing with Sentence Frames

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Diagramming

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Fluency Connection - Scooping and Phrasing

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Anagrams

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Tips & Tricks

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Connections to Writing

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Combining Sentences

Directions: Combine the short sentences below into one complete sentence. Omit words as necessary.

Benjamin worked hard during the day.
Benjamin studied the stars at night.

Benjamin worked hard during the day and studied the stars at night.

Expanding Sentences

Directions: Select a question word, then expand on the given kernel sentence. Type your expanded sentence below.

Benjamin studied the stars.

Benjamin studied the stars at night while everyone was sleeping.

Inclusive Instructional Practices

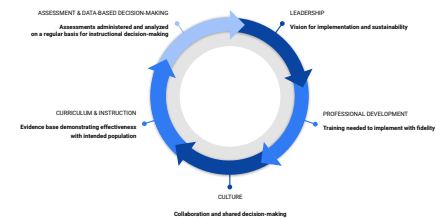
- English Learners:**
 - More verb tenses; subject may be omitted
 - Different adjective placement
 - Mix native language and English
- Dialect Speakers:**
 - Different subject/verb agreement
 - New syntactic system in academic text
 - Respect for dialectal differences

How can we improve literacy outcomes for all students?

- 1 Believe that Improved Teacher Knowledge leads to Improved Teacher Practice which results in Improved Student Outcomes
- 2 Commit to a Theoretical Model of the Science of Reading as a basis for Teacher Knowledge
- 3 Use Evidence-Based Practices
- 4 Commit to a Fidelity-Driven Implementation Plan and Evaluation of the Plan & Outcomes

AIM: The Hub for Research-based Practice

AIM Academy + AIM Institute = a pipeline of teachers who are knowledgeable in the science of reading and who have the skills to apply the research to improve literacy and achievement outcomes for all children in their classrooms



Multi-Tiered Systems of Support (MTSS) Framework

Year 1: Building Internal Capacity to Implement the SOR

Equipping Teachers with the Knowledge

Year 1:
Pathways to Proficient Reading

- General Education Teachers, Special Education Teachers, Reading Specialists, EL Teachers, Literacy Coaches, School Psychologists

Empowering Instructional Leaders

Year 1:
Pathways to Literacy Leadership

- Assistant Superintendents, Curriculum Directors, Principals, Assistant Principals, Literacy Leaders

Year 2: Building Internal Capacity for Systemic Change

Equipping Teachers to use diagnostic and prescriptive approaches

Year 2:
Pathways to Structured Literacy

- Elementary School Teachers, Special Education Teachers, Reading Specialists, EL Teachers, Literacy Coaches
- Take KPEERI
- Designate leads from the above group to begin planning the C, I, & A

Creating a comprehensive structured literacy curriculum

Year 2:
Begin internal work to align curriculum, instruction, and assessment to standards

- Virtual Communities of Practice (VCoPs)
- Understand how to “unpack” the standards and align curriculum based on foundational skills
- Encourage collaboration

Year 3: Building Internal Capacity for Systemic Change & Sustainability

Creation of a Shared Leadership Model

Year 3:
Train-the-Trainers Model

- Facilitators/Coaches Training

Creation of a Comprehensive Structured Literacy Curriculum

Year 3:
Continue internal work to align curriculum, instruction, and assessment to standards

Thank you for helping bridge the research to evidence-based practice!

- Look for an email for:
 - recording and templates of today's virtual teaching techniques
 - Access to the Experts Series - 11/19/2020 and 4/19/2021
- Please complete the Google form to:
 - Ask questions and/or learn more about **AIM Pathways**
 - Receive a Certificate of Attendance
 - Act 48 participation code “**AIM 10-15-2020**”
- Next session - October 28, 2020 (7:00 - 8:00 PM ET)
- If you enjoyed today's presentation, please tweet and tag @AIMtoLearn and use the hashtag #virtualteachingtechniques