



AIM Institute for Learning & Research

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The mission of AIM is to:

- *Provide* extraordinary educational opportunities to children with language-based learning disabilities such as dyslexia, dysgraphia, and dyscalculia, utilizing research-based intervention strategies and an arts-based learning environment that is college preparatory in scope and sequence.
- *Develop* a center for educational excellence and professional development to disseminate best practices to educators by providing access to the latest research-based curriculum, technology, and training.



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Bridging the Research to Evidence-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 outcomes for all children in their classrooms



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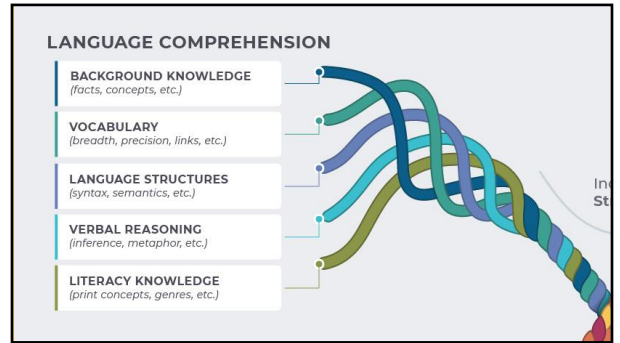
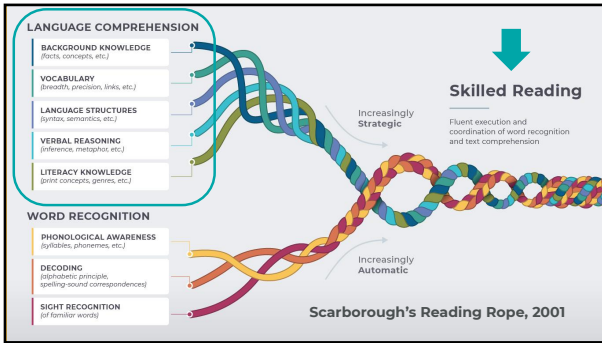
Virtual Teaching Techniques For Vocabulary Instruction

AIM Pathways to Practice Webinar Series



Why Is It Important?

The research...



Vocabulary is “...the bridge between word level processes and the cognitive processes of comprehension.”

— Hiebert & Kamil, 2005

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What Should I Teach?

Breaking it down...

Word-Conscious Classrooms		
Intentional On-Purpose Instruction	Incidental On-Purpose Language Experiences	Intentional Independent Word-Learning Strategies
<ul style="list-style-type: none"> Word Choice Explicit Instructional Routine Work with Word Meaning & Relationships 	<ul style="list-style-type: none"> Teacher Talk & Student Talk Read Aloud Point of Contact Teaching Structured Independent Reading 	<ul style="list-style-type: none"> Dictionary Context Morphology
Direct	Indirect	Direct

Word Choice	Definitions	Semantic Relationships & Connections	Visuals	Speaking & Writing
Lists	Word Meaning Maps	Semantic Maps	Pictures & Drawings	Writing
Tiers	Four Square	Scaling/Semantic Gradients	Vocabulary Videos	Using Your Words: Examples, Questions, Connections
Guidelines	Dimensions	Attributes	Word Walls	Approaches to Speaking/Discussion

Word Choice

Lists

Tiers

Guidelines

A Tiered Approach

- Tier 1:** words that most students know
- Tier 2:** more sophisticated words used by mature language users in speech and writing
- Tier 3:** domain specific words

Word Choice

Lists

Tiers

Guidelines

Guidelines

- Usefulness:** choose words encountered across curricula
- Potential for Growth:** choose words that when explored can generate new word learning or connected meanings
- Critical for Understanding:** choose words that are needed in order to make meaning or build a basic understanding of the text

Word Choice

Lists

Tiers

Guidelines

How Do I Teach It?

Evidence-based lessons...

WORK WITH WORD MEANING & RELATIONSHIPS

Definitions	Semantic Relationships & Connections	Visuals	Speaking & Writing
Word Meaning Maps	Semantic Maps	Pictures & Drawings	Writing
Four Square	Scaling/Semantic Gradients	Vocabulary Videos	Using Your Words: Examples, Questions, Connections
Dimensions	Attributes	Word Walls	Approaches to Speaking/Discussion

Definitions

Word Meaning Maps

Four Square

Dimensions

Semantic Relationships & Connections

Semantic Maps

Scaling/Semantic Gradients

Attributes

Semantic Relationships & Connections

Semantic Maps

Scaling/Semantic Gradients

Attributes

Visuals

Pictures & Drawings

Vocabulary Videos

Word Walls

Visuals

Pictures & Drawings

Vocabulary Videos

Word Walls

Speaking & Writing

Writing

Using Your Words: Examples, Questions, Connections

Approaches to Speaking/Discussion


- Thematic:** maximizes engagement, recall, and application
- Oral practice & rehearsal:** students apply orally and then move to writing

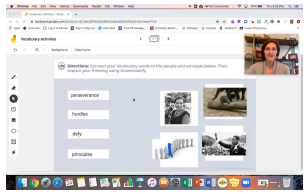
Speaking & Writing

Writing

Using Your Words: Examples, Questions, Connections

Approaches to Speaking/Discussion





- Thematic:** maximizes engagement, recall, and application
- Oral practice & rehearsal:** students apply orally and then move to writing
- Interactive:** Allows students to show what they know


Inclusive Instructional Practices

English Learners:

- Draw connections to cognates
- Introduce supports for domain specific vocabulary
- Preview and review
- Provide point of contact teaching

Students with Low Oral Vocabulary:

- Provide a language rich environment that includes opportunities for both teacher and student talk
- Introduce visual representations
- Include frequent repetition and practice






Pathways



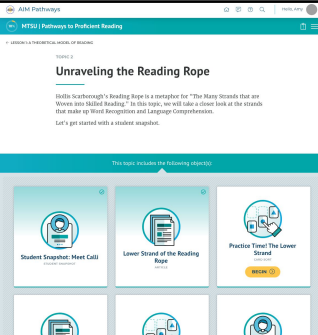
AIM Pathways Courses:


- Pathways to Proficient Reading
- Pathways to Literacy Leadership
- Pathways to Structured Literacy: The Orton-Gillingham Approach
- Facilitator/Coach Training
- Pathways to Proficient Writing (Coming Soon!)
- Customized Courses



LEARN

The platform is loaded with AIM's proven methods and evidence-based best practices, reimagined to maximize active learning, and take full advantage of the digital space







LEARN

Interviews with researchers and industry experts provide users with an in-depth understanding of the science of reading

Listen to the Expert: Jan Hasbrouck

Dr. Jan Hasbrouck is an educational consultant, researcher, trainer, and author in the field of reading fluency and assessing and teaching struggling readers. In this video, she will share her recommendations for defining fluency as "reasonably accurate reading at an appropriate rate with suitable prosody that leads to accurate and deep comprehension and motivation to read."





Experiential practice activities
provide interactivity

A user can repeat these trial and
remediation-based exercises as
many times as they need.

Practice Time! The Upper Strand

Drag & drop each instructional practice to the strand it best targets on Scarborough's Reading Rope.

Background Knowledge (0)

Vocabulary (0)

Language Structures (0)


Verbal Reasoning (0)

Literacy Knowledge (0)

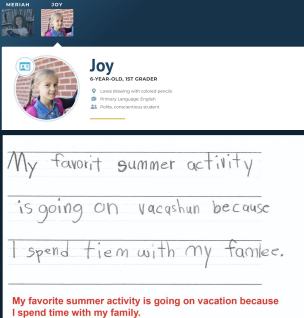
Drag & drop instructional practices to the strand it best targets on Scarborough's Reading Rope.

Read students and
their target to learn
how to read words with
sight

CARD 2 of 14




Student Simulations replicate
real-life scenarios, giving
teachers a chance to hone
their diagnostic skills



The screenshot shows a student profile for Joy, an 8-year-old, 1st grader. Below the profile, there is a text entry area where a teacher can input a question. The text entered is: "My favorite summer activity is going on vacation because I spend time with my family." Below the text, a red line indicates the correct answer: "My favorite summer activity is going on vacation because I spend time with my family."

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

- For the recording and templates of today's virtual teaching techniques, go to:
AIM Institute Pathways to Practice
- 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 9-30-2020**"
- Next session - October 15, 2020 (7:00 - 8:00 PM ET)
- If you enjoyed today's presentation, please tweet and tag @AIMtoLearn and use the hashtag #virtualteachingtechniques



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