

Tier 1 and Tier 2 explicit instruction - 4th Grade

The opening slide is displayed. No one is speaking. The following information appears on the screen: The LD@school logo is shown.

Text reads: “Brought to you by LD@school.”

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The LDAO logo is shown.

So explicit teaching is being very specific about why we do what we do and when we use it. The English language is tricky, so you have to teach it.

We can't just assume kids will pick this up from reading and writing.

We have to say, "This is why we use when we're putting a word in the past tense, this why we we add -ed," or, "If we want something to come before, we use the prefix pre. So "-ness" is when we add to an adjective to make it into a noun, whereas in "-ment" we add it to a verb. In the classroom, we teach Tier one instruction, which is that foundational language that is teaching to the the whole class. We do some practice with that throughout the week, and then on Friday, I do a quick check-in just to see who is or who isn't grasping the concepts. What kind of word is a verb, Nicholas? Being, helping, or action word. Yes, being, helping, or action. So when we it add it to a verb, it creates a noun.

In our school board, we have a variety of assessments for reading and writing, and so usually, in September, I am going to start with those assessments and try to get an understanding of where my students are. Then, I set up expectations, give them instructions: "This is what we're going to do," and then the whole class will be doing the same thing.

In October, I introduced centres, and we modeled what centres were going to look like. We were going to have three or four centres at a time. We have a timer, so you know how long.. It's the same work they were doing as a whole class, but now they know what to do. They know what the expectation is. “We are going to work in our centres today” The activity they're doing is fairly similar. I also make sure that they have the tools that they need, either in their binders or even on the page, so they understand what they're working on. So then we model and we we practice having those going into groups. “Our morphemes we are going to work with "ness" and "ment," so if your name is there, we've got your pages.”

If I'm noticing that there is a group of students that aren't quite there yet, that's where our Tier two instruction comes in.

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I have some support coming into the classroom and working with those students “and, then of course, work with Miss Kingston. So if your name under work with Miss Kingston, you’re going to join her at our front desk.” Sometimes it is on that foundational piece that we worked on as a whole class, but sometimes it's going back and seeing you know where they're at.

Maybe there's another area of need, maybe they're still working on decoding. What are the sounds you hear in the word "scream"? This year, I had two groups of students that I noticed, one really needed support in their decoding—so the breaking apart of words to be able to understand those words.

Let's do the word "scream" together. Ready? S-c-r-e-a-m. Five sounds. Scream. It's a lot more explicit instruction in language, which I think has been very beneficial to students, we're actually breaking it down. So these are called sound boxes, and if I were putting letters inside of them, I would put one letter that I hear inside of each box.

I've learned that it's okay to slow it down and we're building those strong foundations. We have a curriculum that yes we need to follow, but it's okay to slow it down and meet the kids where they are.

What's the difference between "sea" and "see"? This is like "I see you," And this is like ? The "sea". I went to the sea and went swimming. "The ocean is mentally better".

Everyone gets the same Tier one instruction, but then those ones needing a little extra support. And maybe that's some front-loading, so we are doing some stuff that we are going to focus on as a whole class next week. It is very bright on the road today. No, I spelled "bright" wrong.

Remember, we can look over here for help. I love those moments where you see that explicit instruction showing up in their writing, or when you're hearing them read, they're reading a word that they might not have been able to read a few weeks ago because they know that those letters make that sound.

At the end of our sentence, we put what? Awesome. Good job, everyone.

I think, managing the whole class while you're pulling a small group and being able to actually focus on that group of students for the ten, fifteen minutes, that's probably the trickiest part of that Tier two intervention. But as long as you're explicitly having those classroom expectations and that management stuff, it's very possible. There are so many resources out there. Lean on your teaching partners, and it's okay to focus in on one thing that you want to improve for this year. We don't have to be experts at everything the first go.

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I’ve learned that it’s working. I’m seeing it work in the class. Their reading levels are higher than maybe grade fours that I taught in the past, and I think that is a direct correlation of teaching and that explicit instruction that they’re getting.

The closing slide is displayed. No one is speaking. The following information appears on the screen: The LD@school logo is shown.

Text reads: “Learn more at LDatschool.ca.”

The LDAO logo is shown, with the text: “LD@school is a signature initiative of LDAO.”