

## **VOCABULARY INSTRUCTION**

“Strong evidence” supports the use of explicit vocabulary instruction during reading and language arts classes AND as part of content area classes (Kamil et al., 2008).

Specific findings include the following:

- Integrating explicit vocabulary instruction into the existing curriculum of subject areas enhances students’ ability to acquire textbook vocabulary (i.e., academic vocabulary; Baumann et al., 2003; Bos & Anders, 1990).
- Explicit vocabulary instruction should include **direct instruction in word meaning** AND **instruction in strategies to promote independent vocabulary-acquisition skills** (Baumann et al., 2003; Bos & Anders, 1990; Jenkins et al., 1989).
- Words are best learned through repeated exposures in multiple contexts and domains (Beck et al., 1982).
- Students can learn vocabulary through rich discussions about text (Barron & Melnik, 1973; Xin & Reith, 2001).

## **COMPREHENSION STRATEGY INSTRUCTION**

Strong evidence supports the use of **direct and explicit instruction in comprehension strategies** to improve students’ reading comprehension (Kamil et al., 2008).

Specific findings include the following:

- **Instructional delivery:**
  - **Direct and explicit instruction** is a powerful delivery system for teaching comprehension strategies (Duffy et al., 1987; Fuchs et al., 1997; Klingner et al., 1998; Schumaker & Deshler, 1992).
  - **Active student participation** in the comprehension process is important (Gersten et al., 2001; Pressley et al., 1987).
- **Strategies:**
  - **Asking and answering questions, summarizing, and using graphic organizers** are particularly powerful strategies.
  - **Multiple-strategy training** results in better comprehension than single-strategy training (Kamil et al., 2008).

## **INTENSIVE READING INTERVENTIONS**

Strong evidence supports the finding that trained specialists should provide intensive and individualized interventions to struggling readers (Kamil et al., 2008).

To intensify interventions, do the following:

- Provide additional instructional time.
  - Longer sessions
  - Increased frequency
  - Longer duration
- Decrease group size.
- Change instructional delivery.
  - More explicit and systematic
  - More opportunities for student response and feedback