



DIAL 7-7-7: FOR TIER 2 & 3 ADOLESCENT READING INSTRUCTION

A clear understanding of what to teach and how to teach the students who struggle in reading is essential for schools and teachers.

7 What to Teach (content)

- 1

VOCABULARY KNOWLEDGE & ACADEMIC KNOWLEDGE

Explicit instruction on the meanings and morphology of new words and terminologies.
- 2

FLUENCY

Teach students to read accurately with appropriate rate.
- 3

DECODING

Instruct how to decode compound words, especially the multisyllabic ones.
- 4

CONTENT KNOWLEDGE

Introduce and build up necessary knowledge needed to understand the academic contents.
- 5

COGNITIVE STRATEGIES & HIGHER-LEVEL REASONING AND THINKING SKILLS

Provide strategies and techniques which can help develop thinking skills that enhance reading comprehension.
- 6

MOTIVATION & ENGAGEMENT

Promote engagement in reading and maintain interactions with the text.
- 7

WRITING INSTRUCTION

Teach students skills and strategies to compose different academic genre texts.

7 How to Teach (pedagogy)

- 1

SEQUENCE & SEGMENT INSTRUCTION AND CONTROL TASK DIFFICULTY

Break down the tasks into small pieces and provide information for each one.
- 2

MODEL-LEAD-TEST

Model or demonstrate the targeted tasks or skills; lead students to perform together; test the students independently.
- 3

REPEAT STRUCTURED PRACTICE

Provide more practice opportunities in various contexts to enhance reading comprehension.
- 4

REGULAR ASSESSMENT

Assess regularly to adjust task instructions and teaching strategies.
- 5

GRAPHIC ORGANIZER & OTHER SCAFFOLDS

Provide scaffolding to help students organize the information in reading or writing.
- 6

ACTIVE LEARNING & SELF MONITORING

Encourage students to self-monitor and self-evaluate regularly and maintain active learning and reading.
- 7

CORRECTIVE FEEDBACK

Provide corrective feedback for students and encourage them to respond.



FLORIDA STATE UNIVERSITY
FLORIDA CENTER FOR READING RESEARCH



7 Steps to Plan for Instruction

Examples of activities are provided under each step.

1

SELECT TEXT AND CONTENT

Text - macromolecules in Biology
Content - Vocabulary & Writing

2

SELECT ACTIVITIES FOR CONTENT

Vocabulary activity - Clarify the domain-specific key terminology like "macromolecule."

Writing activity - Teach students the skills needed to write a report pertaining to macromolecules.

3

REFLECT ON PLANNED LESSONS

Vocabulary - Do the terminologies about "macromolecules" need supplement to support students' understanding?

Writing - How can I provide students opportunities to learn strategies for composing the scientific report?

4

SELECT INSTRUCTIONAL APPROACHES (PEDAGOGY COMPONENTS)

Vocabulary instruction - Demonstrate the terminologies and explain; lead the students to work on the words together; test the students to see if they have comprehend the new terminologies.

Writing - Clarify the requirements and characteristics for each part of the report (by scaffolding).

5

SELECT INSTRUCTIONAL ACTIVITIES

Vocabulary - Provide multiple contexts to practice the terminologies by speaking, listening and writing.

Writing - Provide organizers to scaffold each step/part in the scientific report.

6

REFLECT ON PLANNED LESSONS

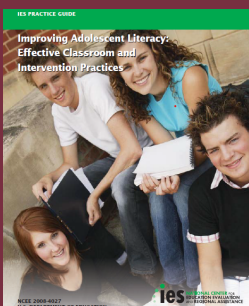
Vocabulary - Did I model the terminologies about "macromolecules" in a student-appropriate way?

Writing - Did scaffolding break down the difficult tasks to specific components to facilitate students' writing?

7

GO TEACH

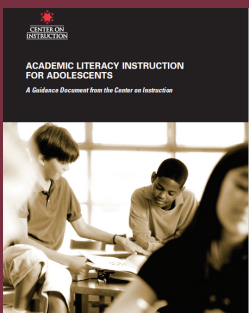
Additional Resources



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.



Herrera, S., Truckenmiller, A. J., and Foorman, B. R. (2016). Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (REL 2016-178). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.



Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J., Rivera, M. O., Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.



Wilson, J. A., Faggella-Luby, M., & Wei, Y. (2013). Planning for Adolescent Tier 3 Reading Instruction. TEACHING Exceptional Children, 46(1), 26-34. <https://doi.org/10.1177/004005991304600104>