



## Handout 1: Jigsaw Activity

**Recommendation 1:** Focusing on a small set of reading or reading-related skills is essential to intensive intervention in K-2 because having too many instructional objectives for struggling readers makes it more difficult to learn the skills well enough for proficient reading. In the opinion of the panel, too many instructional objectives can overwhelm students. Achieving proficiency is also difficult for students when instruction is scattered across different elements of reading. Diagnostic assessments can help determine why a reading problem is occurring and which reading skills or performance deficits need to be addressed to improve reading performance. Specifically, educators can ask: What aspects of reading are blocking the student from achieving reading proficiency?

**Recommendation 2:** To provide greater focus to intensive instruction, teachers can adjust the overall lesson pace so that it is slow and deliberate (i.e., more intensive). Teachers implementing intensive instruction can focus the pace of lessons by focusing on a single component of a lesson. For example, teachers may focus only on introducing the new skill rather than implementing a full lesson that includes introduction, extended practice, and application. Subsequent intensive instruction may review the new skills (with modified or shortened instruction from the lesson's introduction) and practice the new skills. Instructional pace is slowed and focused by implementing a series of lessons concentrating only on a variety of review and practice activities. Rather than practicing how to identify the main idea in one lesson, several lessons would practice identifying the main idea.

**Recommendation 3:** Schools could provide an additional 30 minutes of instruction by creating a double dose of reading time for struggling readers. Rather than more of the same, a double dose of instruction means a teacher may introduce skills during the first session and then re-teach with added practice during the second session. Duration, or extended implementation of intensive intervention, also intensifies instruction. Further research is required to examine the total hours of instruction needed and relative impact of intensive duration.

**Recommendation 4:** To become proficient in the application of newly acquired skills and strategies, students with the most intensive instructional needs will need multiple opportunities to practice with immediate high-quality feedback. According to the Panel's opinion, intensive students may require 10 or 30 times as many practice opportunities as their peers.



**Recommendation 5:** Intensive instructional planning requires an increased level of detail because of the individualized nature of the instruction and particular student reading needs. Students with intensive reading needs require substantial supports during the initial stages of learning.

**Recommendation 6:** Emerging research on intensive instruction focuses on individualizing instruction by teaching students the skills to mastery. Before a student moves to the next lesson, skill, or activity, he or she must demonstrate that a reading skill or strategy is mastered.