Journal entry 11, 12

Education

Journal Entry 11, 12: Evidenced-Based Practices Journal Entry 11 What are Evidenced-Based Practices for Improving Vocabulary? Discrete practices such as task analysis and visual support help improve vocabulary content. The instruction should be explicit and intense to improve both oral and reading vocabulary. Micro-EBPs exemplify discrete practices, which often do not constitute an entire curriculum. For example, self-regulated strategy development and repeated reading are useful intervention measures for improving vocabulary. Implementing different strategies in small groups can help identify the most effective method based on learning outcomes (Armbruster, Lehr, and Osborn, 2006). Students have a better understanding of texts if they understand the meaning of the words they read.

Reference aids and dictionaries help student expand and intensify their knowledge of words (Armbruster, Lehr, and Osborn, 2006). The process of improving vocabulary is a simple, but at times complex process that requires repeated exposure to words. Evidently, small-group instruction is more beneficial than whole-group instruction for improving vocabulary. Phonemic awareness is essential for educators, as one has to hear, recognize, and manipulate individual sound (Armbruster, Lehr, and Osborn, 2006).

In summary, an instructor should focus on specific needs of each student. It makes it easy for instructors to focus on the specific challenges in vocabulary that a child faces. Flexibility in application of EBPs is both useful and detrimental depending on the level of awareness of a student. At times, the ability to apply a strategy that relates specifically to improving vocabulary is effective, rather than concentration on disorders as a whole.

Journal entry 12

What are the evidenced-Based Practices for Improving Comprehension of

Expository Text?

Word reading ability and comprehension are two different challenges that students face, and it is essential that educators see them as separate entities (Cook and Cook, 2011). After tackling the issues separately, instructors and educators can implement the collaborative strategy (Boardman, Klinger, Boele, and Swanson, 2012), which involves summarizing information and peer discussion, to improve comprehension for students with learning disabilities. Fluency instruction is also useful for word recognition and comprehension (Armbruster, Lehr, and Osborn, 2006). The ability to recognize words means that one can concentrate in text comprehension and connect ideas in the text. Oral reading helps improve fluency, which translates to better understanding of text.

Difficulties in basic reading skills often affect comprehension of expository text. Instructors should provide students with reading approaches that support active engagement with expository text. In addition, it is essential to monitor comprehension through scrutinizing their comprehension before, during, and after reading. One evidence-based practice, collaborative strategic reading (CSR), is a practice that is useful in improving comprehension of expository text (Boardman, Klinger, Boele, and Swanson, 2012). Each student needs to read and comprehend texts on their own before they engage in discussions with peers.

In summary, it is necessary to provide relevant and effective feedback concerning the outcomes of the CSR strategy. Strategic instruction is a proven method of assisting students with learning disabilities in comprehension of expository text. Even so, the effectiveness of CSR, other evidence-based practices, and phonemic awareness, depends on the actual

directions given in a class setting.

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