



CLIFFTOPS Intervention Model Integrated Program Strands

<i>Comprehension Focus</i>	<i>Language Scaffolding</i>	<i>Interest/ Identity/ Inquiry Perspective</i>	<i>Fluency Layers</i>	<i>Flexibly Thinking Metacognitively</i>	<i>Orthographic Knowledge/ Phonological Levels</i>	<i>Semantic /Syntactic Development:</i>
<p>Emphasis on construction of meaning in all lesson components</p> <p>Automaticity of word recognition and strategy use allowing focus on comprehension</p> <p>Meaningful Context for all lesson content and instruction.</p>	<p>Set purpose and motivation</p> <p>Explicit instruction and modeling</p>	<p>Motivation through student ownership/ self-efficacy/ engagement</p> <p>Lessons follow investigative questions or student-generated themes materials chosen by student interests, response to inquiry</p>	<p>Oral language fluency</p> <p>Fluency incorporating accuracy, rate, prosody, comprehension</p> <p>Fluency at sub-lexical, lexical, sentence passage, strategy metacognitive layers</p> <p>Monitor for Instructional, Independent levels to build fluency</p>	<p>Student use of cueing systems through word recognition coaching</p> <p>Integrated comprehension core strategy use in text through think-alouds</p>	<p>Phonological Awareness</p> <p>Alphabetic Knowledge, Developmental spelling</p> <p>Phonics(synthetic & analytic)</p> <p>Orthographically irregular words</p> <p>Rime patterns</p> <p>Syllable Patterns, Syllabication</p> <p>Morphology, Word analysis</p> <p>Orthographic/ phonological consolidation</p>	<p>Ongoing schema activation and connection</p> <p>Continual linguistic expansion through oral/ written language interaction /LEAs</p> <p>Emphasis on oral, listening, reading, Writing vocabulary expansion-- esp. building Tier 2 word usage/ morphemic knowledge</p> <p>Morpho-syntactic code-switching</p>

Lessons Design Components (three intensity levels within each component)

Word Recognition
Fluency
Comprehension
Writing