

Explicit Instruction - Pathway to the Common Core State Standards and Response to Intervention

Big Ideas - Part 2

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Big Ideas

Design of Instruction

- Big Idea #1 Focus on critical content
- Big Idea #2 Break down complex skills
- Big Idea #3 Provide systematic instruction
- Big Idea #4 Provide judicious practice

Delivery of Instruction

- Big Idea #5 Elicit frequent responses
- Big Idea #6 Carefully monitor responses
- Big Idea #7 Provide feedback
- Big Idea #8 Maintain a brisk pace

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Big Idea #5 Elicit frequent responses

- Opportunities to respond related to:
 - Increased academic achievement
 - Increased on-task behavior
 - Decreased behavioral challenges

- Caveat - Only **successful** responding results in these outcomes.

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Elicit frequent responses - Why?

Opportunities to respond related to:

- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges

Caveat

- Only successful responding brings these results
Initial Instruction - 80% accuracy
Practice/Review - 90% or higher accuracy

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Elicit frequent responses - What?

Opportunities to Respond

Verbal Responses

Written Responses

Action Responses

All Students Respond. When possible use response procedures that engage all students.

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Elicit frequent responses - How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

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Elicit frequent responses - Brainstorming

- **Think**
 - Have students think and record responses.
 - As students are writing, move around the classroom and write down students' ideas and their names.
- **Pair**
 - Have students share their ideas with their partners.
 - Have them record their partners' best ideas.
 - As students are sharing, continue to circulate around the room, recording ideas and names.
- **Share**
 - Display the ideas and names on the screen. Use this as the vehicle for sharing.

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Elicit frequent responses

Preview of Procedures

Verbal Response Procedures

Choral
Partners
Teams/Huddle Groups
Individual

Written Response Procedures

Types of writing tasks
Whiteboards
Response Cards/Response Sheets

Action Response Procedures

Acting out/Simulations
Gestures
Facial Expressions
Hand Signals

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Elicit frequent responses

The active participation procedure should:

1. Match the **purpose** for eliciting the response
2. Include **all students**
3. Be used **routinely**

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Verbal Responses - *Choral Responses*

Use when answers are short & the same
Use when recall and rehearsal of facts is desired
Use for quick review of information

- **Students are looking at teacher**
 - Ask question
 - Put up your hands to indicate silence
 - Give thinking time
 - Lower your hands as you say, “Everyone”

OR

Simply say “Everyone”

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Verbal Responses - *Choral Responses*

- **Students are looking at a common stimulus**
 - Point to stimulus
 - Ask question
 - Give thinking time
 - Tap for response

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Verbal Responses - *Choral Responses*

- **Hints for Choral Responses**
 - Provide adequate thinking time
 - Have students put up their thumbs or look at you to indicate adequate thinking time
 - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

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Verbal Responses - *Partners*

Use when answers are long or different

Use for foundational and higher order questions

Partners

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective secondary procedure* - Prepare a seating chart indicating names, partners, and numbers

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Verbal Responses - *Partners*

- **Other hints for partners**
 - Teach students how to work together
Look, Lean, and Whisper or
Look, Lean, Listen, and Whisper
 - Change partnerships occasionally (every three to six weeks)

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Uses of Partners

1. **Responding to a question, task, or directive**
2. **Teaching information to a partner**
3. **Studying with a partner**

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Uses of Partners

1. Responding to a question, task, or directive

A. Think - Pair - Share

Brainstorming ideas

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Partner Uses

1. Responding to a question, task, or directive

B. Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer

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Partner Uses - Example

Scaffolding Answers with Sentence Starters

Example

*McDougal Littell Literature
7th Grade
Seventh Grade by Gary Soto*

1. What background information do you learn about Victor in the first paragraph?

Start by saying: *In the first paragraph, we learn the following information about Victor. First, we learned that _____.* Next, we learned that _____.

2. When the boys scowl, they see girls look at them. What might the girls be thinking?

Start by saying: *When the boys scowl, the girls might be thinking _____.*

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Partner Uses - Discussion

- Have students discuss responses to question, task, or directive
- Scaffold the discussion with sentence starters

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Discussion

Discussion sentence starters

Disagreeing

I disagree with _____ because _____.

I disagree with _____. I think _____.

Agreeing

I agree with _____ because _____.

I agree with _____ and I also think _____.

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Verbal Responses - Discussion

Adapted from presentation by Kate Kinsella, PhD

Structured Discussion

Agreeing

My idea is similar to _____ idea. I think _____.

My ideas expand on _____ idea. I think _____.

I agree with _____ and want to add _____.

Disagreeing

I don't agree with _____ because _____.

I have a different perspective from _____. I think _____.

My views are different from _____. I believe _____.

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Verbal Responses - Discussion

Structured Discussion

Clarifying

Will you please explain _____.

What did you mean when you stated _____.

Could you please clarify your idea for me.

Paraphrasing

What I hear you saying is _____.

So you believe _____.

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Verbal Responses- Partner Uses

2. Teaching information to a partner

A. Teach information using:

Graphic organizers, maps, diagrams, charts, Power Point slides, drawings, notes, vocabulary log, etc

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Verbal Responses- *Partner Uses*

B. Teaching information to partner using worked problems

Example #1. What percent of 120 is 90?

$$p \cdot 120 = 90$$

$$p = \frac{90}{120} = 0.75 \quad \text{So 90 is 75\% of 120}$$

Example #2. *small living room*

small, dark bedroom

famous movie star

mysterious, twinkling star _____

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Verbal Responses- *Partner Uses*

3. Studying with a partner

A. Study content area information using:

1. Textbook, notes, handouts, etc
2. **Study - Tell - Help - Check**

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Verbal Responses- *Partners*

■ Study

- Give the students a minute or two to study notes, text material, graphic organizer, or handout

■ Tell

- Ask partners (#1 or #2) to retell what they remember about topic

■ Help

- Have the second partner assist by:
 - Asking questions
 - Giving hints
 - Telling additional information

■ Check

- When both partners have exhausted recall, they check with their notes, text material, graphic organizer, or handout

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Verbal Responses - *Partners*

Other Uses of partners

1. Monitor partner to see if directions are followed
2. Share materials with partners
3. Assist partners during independent work
4. Collect papers, handouts, assignments for absent partners

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Verbal Responses - *Individual Turns*

■ Less desirable practices

#1. Calling on volunteers

Guidelines:

- Call on volunteers only when answer relates to personal experience

- Don't call on volunteers when answer is product of instruction or reading
 - Randomly call on students

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Verbal Responses - *Individual Turns*

■ Less desirable practices

#2. Calling on inattentive students

Guidelines:

- Don't call on inattentive students
- Wait to call on student when he/she is attentive

- **To regain attention of students:**
 - Use physical proximity
 - Give directive to entire class
 - Ask students to complete quick, physical behavior

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Verbal Responses - *Individual Turns*

Option #1 - Partner First

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

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Verbal Responses - *Individual Turns*

Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR
Engage students in a discussion

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Verbal Responses- *Individual Turns*

■ Procedures for randomly calling on students

Procedure #1 - Write names on cards or stick. Pull a stick and call on a student.

Procedure #2 - Use ipad or iphone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!*)

Procedure #3 - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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Verbal Responses- *Individual Turns*

Option #3 - Whip Around or Pass

Use when many possible answers

1. Ask a question
2. Give students thinking time
3. Start at any location in the room
 - Have students quickly give answers
 - Go up and down rows, limiting comments
 - Allow student to pass

Note: If students are "habitual passers", alter the procedure. Return to students that pass. Have them report the best or most interesting idea of their peers.

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Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post - its
- Posters
- Anticipation guide
- Computers
- Electronic tablets
- Response slates
- Response cards

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Written Responses

Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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Written Responses

■ Written response

- Gauge length of written response to avoid “voids”
 - Make response fairly short OR
 - Make response “eternal”

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Written Responses

■ Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students display slates
- Give feedback to students

Note: “Virtual white boards” can be created using heavy sheet protectors or plastic plates.

Note: If ipad tablets are used by students, a “virtual white board” app can be used.

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Written Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards
- Examples:
- Simple responses: Yes, No; True - False; a,b,c,d., 1,2,3,4
Punctuation Marks: . ? ! , “ ”
Branches of Government: Legislative, Executive, Judicial
Math Vocabulary Terms: perimeter, area
 - Ask a question
 - Have students select best response card
 - Ask students to hold up response card
 - Monitor responses and provide feedback

Note: Utilize a *Response Sheet*. Label sides: True, False; 1 2 3 4; yes no;
a b c d.

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Action Responses

■ Act out

- Students act out historical event, vocabulary term, concept, or process
- Students participate in simulation
Example: Stock market
United Nation

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Action Responses

- **Gestures**
 - Students indicate answers with gestures

- **Facial expressions**
 - Students indicate answer with facial expression
 - Example: “Show me despondent.” “Show me not despondent.”

- **Hand signals**
 - Students indicate answer by holding up fingers to match numbered answer

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Action Responses

Hand signals

1. Display numbered items on the screen
Example: 1. elude 2. intention 3. reluctant
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

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Passage Reading Procedures

- What are some disadvantages of “round-robin reading” when the group size is large?

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Delivery of Instruction - *Passage Reading - Echo Reading*

- **Echo Reading**
 - Teacher reads a word, phrase or sentence.
 - Students “echo” read the word, phrase or sentence.
 - Useful for building fluency and expression.
 - Needs to be faded as students grow in reading skills.

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Passage Reading - *Silent Reading*

Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students' reading
- Have individuals whisper-read to you
- Pose post-reading question

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Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students
- Read at a moderate rate
- Tell students "Keep your voice with mine"
- *Possible Uses:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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Passage Reading - *Cloze Reading*

Cloze Reading

- Read selection
- Pause and delete "meaningful" words
- Have students read the deleted words
- *Possible Uses:* When you want to read something quickly and have everyone attending

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Passage Reading - *Individual Turns*

Individual Turns

- Use with small groups
- Call on individual student in random order
- Vary amount of material read
- **If used with large group,**
 - Assign paragraphs for preview and practice OR
 - Utilize the me or we strategy

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Passage Reading - *Partners*

Partner Reading

Assign each student a partner

Reader whisper reads to partner

Narrative - Partners alternate by page or time

Informational text - Partners alternate by paragraph

Read - Stop - Respond

Respond by: *Highlight critical details, take notes, retell content, or answer partner's questions*

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Passage Reading - *Partners*

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Passage Reading - *Partners*

Partner Reading

Coach corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is _____. What word?*
Reread the sentence.

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Passage Reading - *Partners*

Scaffolding lowest readers

- Partners read material together
- Highest reader in partnership is given the #1 and lower reader is given the #2. Partner #1 reads material. Partner #2 rereads the same material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say "me" or "we"

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Big Idea #6 Carefully monitor responses

Walk around.
Look around.
Talk around.

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Big Idea #6 Carefully monitor responses

- As you carefully listen to and look at student responses, ask yourself these questions:
 1. Are the responses correct or incorrect?
 2. If the response(s) is incorrect, what type of correction procedure should be used?
 3. If the response(s) is correct, what type of affirmation/praise would be appropriate?

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Carefully monitor responses

4. What adaptations, if any, should be made in the current lesson?
 - a. Can the lesson go forward?
 - b. Should confusing facts, concepts, skills, or strategies be retaught immediately?
 - c. Should additional practice be provided within the lesson?
5. What adaptations, if any, should be made in future lessons?
 - a. Should facts, concepts, skills, or strategies be retaught?
 - b. Should additional practice be provided?

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Big Idea #7. Provide feedback

- **Praise/Acknowledge**
- **Encourage/Support**
- **Correct errors**
 - Correct errors with the individual or the group.
 - Correct with a neutral affect.
 - Use: **I do it. We do it. You do it.**

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Provide feedback

Corrections are:

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- **Delivered with appropriate tone**
- Ended with students giving correct response

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Provide feedback

Praise is:

- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- **focused on achievement and effort rather than personality attributes**
- comparing students to themselves rather than to other
- positive, credible, genuine

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Big Idea #8 Maintain a brisk pace

- Prepare for the lesson.
- Use instructional routines.
- When you get a response, move on.
- Avoid verbosity.
- Avoid digressions.

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What we must do.....



Utilize all of our
knowledge about
excellent
instruction

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This will take careful planning ...
Magic red shoes would help



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We will get to the **destination**



But it will take
brains,
hearts,
and
courage

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TEACH WITH PASSION

MANAGE WITH COMPASSION

**How well you teach =
How well they learn**

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