

Explicit Instruction

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 - 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 (Tablets, Virtual Whiteboards)

Action Response Procedures

Acting out/Simulations
Gestures
Facial Expressions
Hand Signals
Response Cards/Response Sheets (Clickers, Plickers)

Inclusive Passage Reading

Silent
Choral
Cloze
Partner
Literacy Circles

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Elicit frequent responses

The active participation procedure should:

1. Involve **all students**
2. Be **structured**
3. Allow adequate **thinking time**

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Active Participation Essentials Think Time

When thinking time was extended beyond 3 seconds these benefits occurred:

1. Greater participation by all learners
2. Length of student responses increased
3. Use of evidence to support inferences increased
4. Logical consistency of students' explanations increased
5. Number of questions asked by students increased

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Verbal Responses – Structured *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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Structured Choral Responses

Examples of Use

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Verbal Responses – Structured *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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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 – Sentence Starters

Support student responding by providing **sentence starters** (stems).

In what ways are emperor penguins different from other birds you know about?

Begin by saying:

Emperor penguins are different from other birds in a number of ways. First,

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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*

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 (See powerpoint of frames)
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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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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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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Action 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.

Note: Use *clickers* or *pickers*.

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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 - *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 - *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

Partner Reading

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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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TEACH WITH PASSION

MANAGE WITH COMPASSION

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