

Elementary Literacy Plans – Hawaii

Session 1: Quality Instruction

How well we teach =
How well they learn

How well they learned =
How well we taught



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Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

• Videos that illustrate explicit instruction can be found on this website:
www.explicitinstruction.org

• *Active Participation DVD Series: Elementary Level*
Active Participation DVD Series: Secondary Level
Ancora Publishing

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Portland, Oregon



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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
Instruction	
Assessment	

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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
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7

Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
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Assessment	

8

Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
Instruction	
Assessment	

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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
Instruction	
Assessment	

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Comprehensive Literacy Plans

Assessment
Universal Screening <i>Who might need additional help?</i>
Diagnostic Assessment <i>What type of help do students need?</i>
Program Monitoring <i>Are the students making progress?</i>

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Instruction

Quality Instruction is:	Quality Instruction is:	Quality Instruction is:
INTENTIONAL	SYSTEMATIC	EXPLICIT

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Intentional, Systematic, Explicit Instruction

Learning

Learning

Learning

Learning

Learning

“No system or district in the world has made significant gains for students without a **relentless** focus on the learning and teaching process.”

Fullan & Quinn, 2016

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Learning Intentions

Participants will:

1. Examine the **Elements of Explicit Instruction**
2. Determine **Elements of Explicit Instruction** that could be strengthened at their school sites
3. Determine methods to strengthen target **Elements of Explicit Instruction**

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What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research.....

Ideas that Work

- ...**unambiguous** and **direct** approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

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What is Explicit Instruction?

“Explicit teaching is not just the episode within a lesson when information is presented; it involves **chunking content** into small components, **guiding students’ initial attempts** at working with that content and **gradually releasing control** into more open activities as students gain mastery. It is a teaching model that progresses from ‘**I do**’ to ‘**we do**’ to ‘**you do**.’”

Adam Boxer, Editor 2019
Explicit & Direct Instruction

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When should Explicit Instruction be used?

Explicit Instruction should be used when:

- When students have little or no background knowledge
- When students are novices not experts
- When content is new
- When students have experienced difficulty learning information

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BIG IDEAS

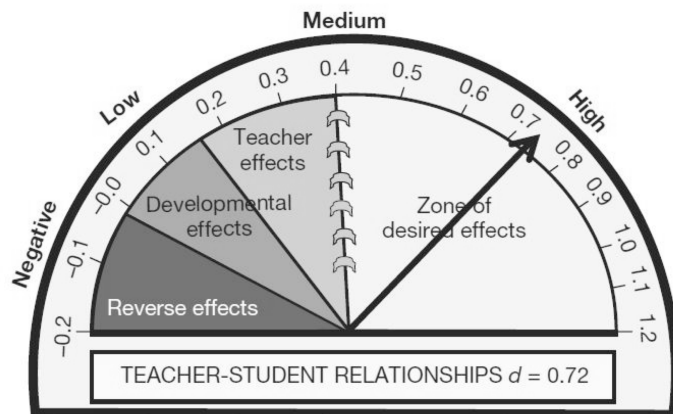
What you think about is what you learn

Success ➡ Achievement ➡ Motivation

Willingham, D. (2009)
Barton, C. (2019)
Weinstein, Y., Sumeracki & Caviglioli (2019)

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John Hattie



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Explicit Instruction Hattie Effect Sizes 2019

Explicit Instruction Procedures Effect Size .57

Direct Instruction Effect Size .59

Mastery Learning Effect Size .61

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Elements of Explicit Instruction

- Content
- Design of Instruction
- Delivery of Instruction
- Practice

Star Elements of strength
Check Elements that could be strengthened

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Elements of Explicit Instruction

Content

1. Focus instruction on critical content.

Phonological and Phonemic Awareness
Phonics and Word Recognition
Fluent Reading
Vocabulary
Background Knowledge
Listening and Reading Comprehension
Written Expression

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Elements of Explicit Instruction

Content

2. Break down new material into **smaller steps**.

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Phoneme – Grapheme Associations Sequence

Example Sequence of Phoneme - Grapheme Associations

(IES Practice Guide – *Foundational Skills to Support Reading for Understanding in K–3rd Grade, 2016*)

- **Single consonant and vowel letters**
a m t s i f d r o g l h u c b n k v e w j p y x q z (Carnine, Silbert, and Kame'enui, 1997)
- **Consonant blends**
bl cl fl gl pl sl
cr dr gr pr tr br fr
sm sp st sw sc
- **Consonant digraphs**
th sh ch ph ng tch dge
- **Long vowels with silent e**
a-e i-e o-e u-e e-e
- **Two-letter vowel teams** (combination of letters standing for single vowel sound)
ai ay ea ee ey oa ie igh

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Elements of Explicit Instruction

Design of Instruction

3. Design **organized** and **focused** lessons.

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Organized and Focused Lessons General Lesson Design

• Opening

- Attention
- Review
- Preview

• Body

• Closing

- Review
- Preview
- Independent Work

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Elements of Explicit Instruction

Design of Instruction

4. Begin lessons with a clear statement of the lesson **goals**. Hattie Effect Size .68

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Lesson goals

Learning Intention

We can blend sounds into words.

Content: review a, ay, ai, a-e

Success Criterion

I can read words accurately and quickly.

Lesson goals

Learning Intention

I can write a well-organized informative paragraph on a topic that we have read about and studied.

(Based on *Writing Revolution* by Hockman & Wexler)

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Success Criteria

- 1) **I can write a topic sentence, a sentence that expresses the paragraph's main idea and is supported by detail sentences.**
 - a. When given related sentences, I can select the topic sentence and identify the detail sentences.
 - b. When given a topic sentence, I can list details that support the topic sentence.
 - c. When given two topic sentences and a list of details, I can determine which detail sentences go with each topic sentence.
 - d. When given a "boring" topic sentence, I can make it more interesting by:
 - using one of these sentence types (statement, question, exclamation).
 - adding an appositive.
 - beginning with a subordinating conjunction (e.g., before, after, if, when, although, since, while, unless, whenever, even though)
- 2) **I can write a topic sentence when given a list of paragraph details.**
- 3) **I can write a concluding sentence that mirrors the topic sentence without repeating it.**

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Success Criteria

4. **When given a completed outline-plan, I can write a well-organized draft paragraph.**

Note to Teachers: Repeat until student can write a coherent paragraph given a completed outline-plan.

5. **I can plan and write a well organized informative paragraph on a topic we have read about or studied.**

- a. Given an outline-plan, with a topic sentence and a concluding sentence, I will generate a list of possible details.
- b. Given my list of important details, I will select the four or five most important details for my paragraph.
- b. Given my list of 4 -5 important details, I will sequence the details in a logical order and write them on my outline-plan.
- c. Given my completed plan, I will write a well-organized informative paragraph.

Note to Teachers: Repeat until the students are confident in writing a paragraph when scaffolding is provided.

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Success Criteria

6. **I can plan and write an informative paragraph on a topic that we have read about or studied.**
 - a. When given a topic, I can list details that support the topic.
 - b. I can select 4 – 5 important details from my list and add to my planning outline.
 - c. I can create and add to my outline a topic sentence that matches my details and expresses the main idea of the paragraph.
 - d. I can create and add to my outline a concluding sentence that mirrors the topic sentence without repeating it.
 - e. Given my completed outline, I can write a well-organized informative paragraph

Note to Teachers: Repeat the sequence listed in #6 until the students are confident in planning and writing a stand-alone paragraph.

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Elements of Explicit Instruction

Design of Instruction

5. **Review** prior skills and knowledge before beginning instruction.

The review should be interactive and involve retrieval Practice.

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Elements of Explicit Instruction

Design of Instruction

6. Provide **step-by-step demonstrations**. (I do)
7. Provide **guided practice**. (We do)
8. **Check for understanding** before independent practice. (You do)

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Letter – Sound Associations

Example – Introducing the phoneme – grapheme association

a

1. (Point to letter.) This is the letter a. This letter represents the sound /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/

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Example - Continuous Blending

Sounding Out VC, CVC, CVCC, CCVC words

sip

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds. Say stop sounds quickly. Don't stop between sounds.)
3. Sound out this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word? (Glide your finger under the word.)

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Elements of Explicit Instruction

Delivery of Instruction

9. Require frequent responses.

Hattie Effect Size Questioning .48

Opportunities to Respond .79

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Frequent Responses - Why

Clear and Consistent Research Results:

Increases time on task

Increases academic achievement (Learning)

Decreases disruptive behaviors

Increases intensity of interventions

Mac Suga-Gage & Simonsen, 2015

Van Camp, Wehby, Martin, Wright & Sutherland, 2020

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Frequent Responses – When

Explicit Instruction Lesson

Opening	Attention — Gain the attention of the learners.	
	Review - Review critical content interactively with retrieval practice.	X
	Preview — Introduce goal of lesson.	X
Body	I do — Provide a step-by-step demonstration or introduce critical knowledge or concepts.	X
	We do — Provide guided practice.	X
	You do — Check students' understanding.	X
Closing	Review — Review critical content.	X
	Preview — Preview content of next lesson.	X
	Independent Work — Assign independent work.	X

Frequent Responses – How Many

Guidelines for Response Rates – Current Research

(Mac Suga-Gage and Simonsen, 2015; Simonsen and Myers, 2015)

Effective teachers elicit:

Simple Responses

- Such as: unison choral responses, gesture, response cards
- 3 to 5 opportunities to respond per minute

More Complex Responses

- Such as: partner sharing, written answer, math problem
- At least 1 opportunity to respond per minute

VERY Complex or Involved Responses

- Such as: writing to prompt, completing experiment
- May provide only 1 opportunity to respond every 10 to 30 min.

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Frequent Responses – Which Ones

Verbal Response Procedures

Choral Responses

Partners

Teams/Huddle Groups

Individual – Non-volunteers

Discussion

Written Response Procedures

Short written responses

Whiteboards (Virtual Whiteboards)

Action Response Procedures

Point, Touch

Gestures

Facial Expressions

Hand Signals

Response Cards/Response Sheets

Inclusive Passage Reading

Silent Reading / Whisper Reading

Choral Reading

Cloze Reading

Individuals

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Elements of Explicit Instruction

Delivery of Instruction

10. **Monitor** student performance closely.
11. Provide immediate affirmative and informative (corrective) **feedback**.
Hattie Effect Size .66
12. Deliver the lesson at a **brisk pace**.

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Provide immediate affirmative (praise) and informative (corrective) feedback

Goal of Feedback:

- **close gap between current performance and desired response**
- **by informing students**
 - if response is correct or incorrect
 - if understanding is correct or flawed
 - **what can be done to improve performance**

(Hattie, 2012; Hattie & Timperley, 2007; Hattie & Yates, 2014; Lenz, Ellis, & Sadler, 1989; Wiliam, 2011;)

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Provide immediate affirmative (praise) and informative (corrective) feedback

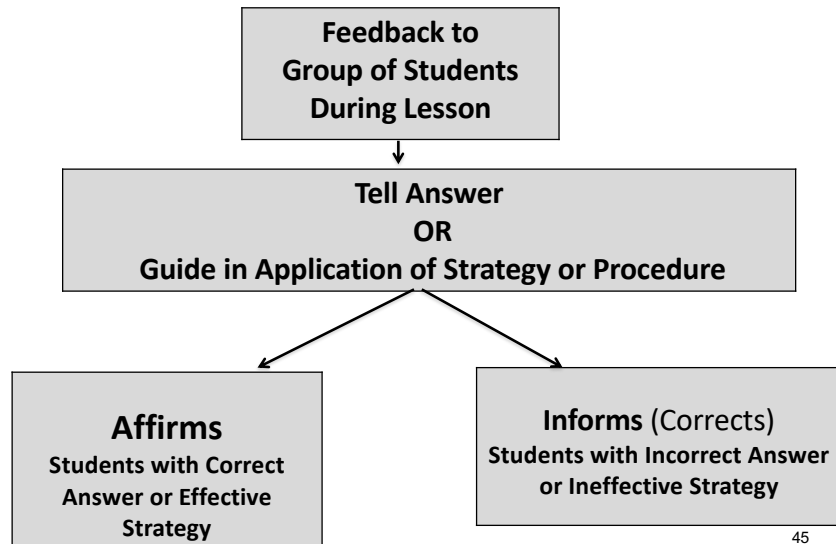
Hattie Effect Size for Quality Feedback – 0.66

“There is a preponderance of evidence that feedback is a powerful influence in the development of learning outcomes.”

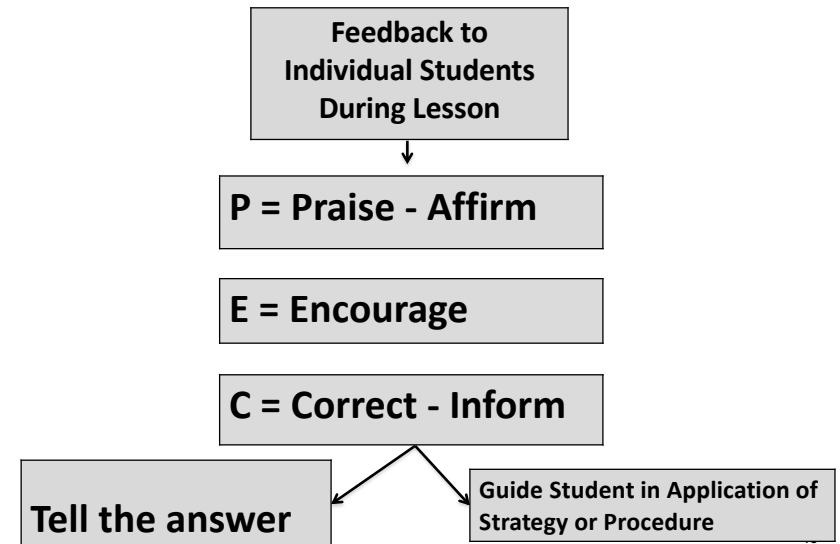
Hattie & Gan, 2011

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Provide immediate affirmative (praise) and informative (corrective) feedback



Provide immediate affirmative (praise) and informative (corrective) feedback



Elements of Explicit Instruction

Practice

13.Provides judicious practice.

Deliberate Practice	Hattie Effect Size .79
Rehearsal and Retrieval Practice	Hattie Effect Size .73
Spaced/Distributed Practice	Hattie Effect Size .65

Elements of Explicit Instruction

Deliberate practice is goal-oriented practice consciously devoted to improvement of a skill.

Retrieval practice is a learning strategy in which students must retrieve information from memory.

Spaced practice (also known as distributed practice) is a learning strategy, where practice is broken up into a number of short sessions - over a longer period of time.

Example – Spaced Practice

Vocabulary – Core Reading Program

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction of vocabulary for Passage A	Quick retrieval practice		Quick review and expansion of difficult words	
Introduction of vocabulary for Passage B	Quick retrieval practice		Quick review and expansion of difficult words	Game - Mixed practice of difficult words A and B
Introduction of vocabulary for Passage C	Quick retrieval practice		Quick review and expansion of difficult words	Game - Mixed practice of difficult words A, B, and C

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Elements of Explicit Instruction

Content

1. Focus instruction on **critical content**.
2. Break down new material into **smaller steps**.

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Elements of Explicit Instruction

Design of Instruction

3. Design **organized** and **focused lessons**.
4. Begin lessons with a clear statement of the lesson **goals**.
5. **Review** prior skills and knowledge before beginning instruction.
6. Provide **step-by-step demonstrations**. (I do)
7. Provide **guided practice**. (We do)
8. **Check for understanding** before independent practice. (You do)

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Elements of Explicit Instruction

Delivery of Instruction

9. Require **frequent responses**.
10. **Monitor** student performance closely.
11. Provide immediate affirmative and informative (corrective) **feedback**.
12. Deliver the lesson at a **brisk pace**.

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Elements of Explicit Instruction

Practice

13. Provides judicious practice.

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Explicit Instruction – Every Day in Every Class

Focus

Select a limited number of elements

Knowledge

Professional Learning Communities

Book Study

Read and discuss articles

Focused Staff Development

Live

Video

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Explicit Instruction – Every Day in Every Class

Practice – Teachers

Embed element in lessons

Shares practices with PLC

Videos lessons

Provides feedback to peers

Practice – Administrators, Coaches

Maintain focus on critical elements

Provides in-class coaching

Provides feedback using videos

Walk-throughs

Curriculum

Adoptions

Modifications

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Recommended Reading

Topic: Explicit Instruction

Resources for YOU

Four Folders of Articles

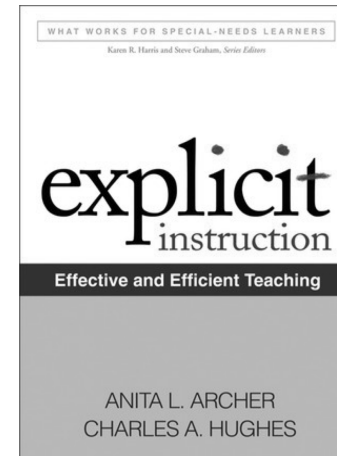
Explicit Instruction
Active Participation
Feedback
Practice



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Explicit Instruction: Effective and Efficient Teaching

Anita L. Archer and Charles A. Hughes



Visible Learning

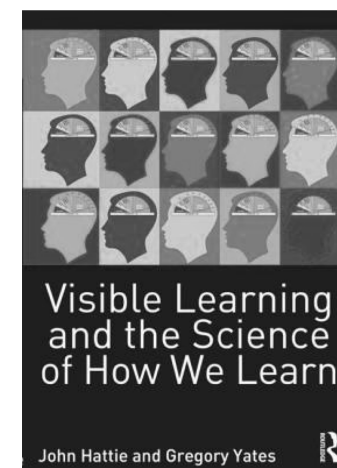
A Synthesis of Over 800 Meta-Analyses Relating to Achievement

John Hattie



Visible Learning and the Science of How We Learn

John Hattie
Gregory Yates



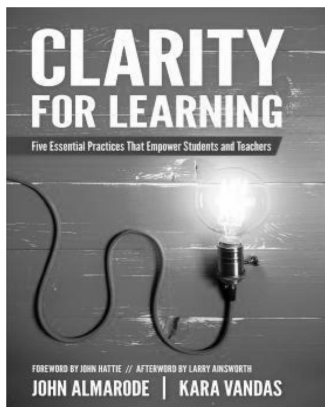
10 Mindframes for Visible Learning
Teaching for Success
John Hattie and Klaus Zierer



The Hidden Lives of Learners
Graham Nuthall

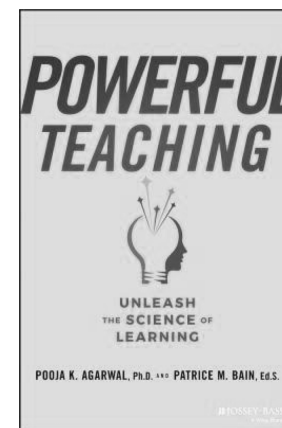


Clarity for Learning
The Essential Practices That Empower Students and Teachers
John Almarode
Kara Vandas



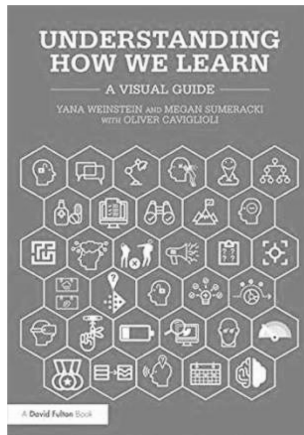
Powerful Teaching
Unleash the Science of Learning
Pooja K. Agarwal
Patrice M. Bain

www.retrievalpractice.org



Understanding How We Learn: A Visual Guide learningscientists.org

Yana Weinstein and Megan Sumeracki



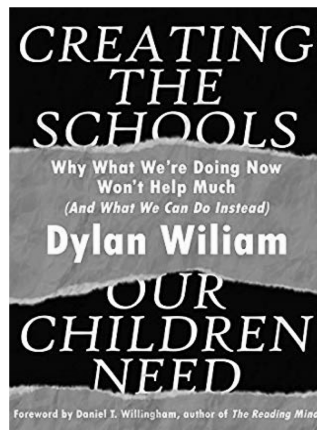
Embedded Formative Assessment

Dylan Wiliam



Creating the Schools Our Children Need

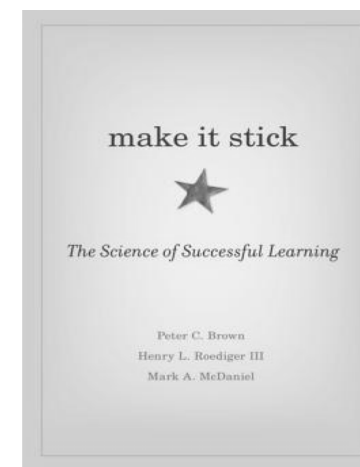
Dylan Wiliam



Make it Stick

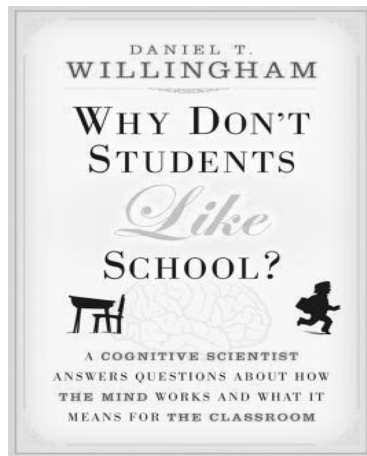
The Science of Successful Learning

Peter C. Brown
Henry L. Roediger III
Mark A. McDaniel



Why Don't Students Like School?

Daniel T. Willingham



Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College

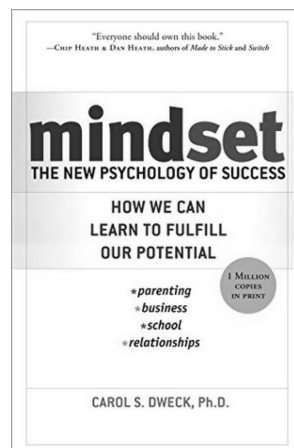
Doug Lemov



Mindset

The New Psychology of Success

Carol S. Dweck



Tackling Attendance Challenges



Additional Summaries of Best Practices and Research

Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Practice Guides. A *practice guide* is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Additional Summaries of Best Practices and Research

Educational Practices Series

<http://www.ibe.unesco.org/en/resources/educational-practices>

- A highly successful series assists practitioners to improve practice through the provision of short publications which present the results of well-established bodies of research in easy-to-read booklets. Titled the **Educational Practices Series**, it is coordinated by Stella Vosniadou and is published and distributed through a cooperative arrangement with the International Bureau of Education (IBE) in Switzerland. The booklets may be freely reproduced.

QUESTION AND ANSWER

My prayers for you and your students.

May you be well.

May your family members and friends be well.

May you be safe.

May your family members and friends be safe.

May your students be well.

May their family members be well.

May your students be safe.

May their family members be safe.

May we be kind to ourselves.

May we be kind to ALL.

A little kindness music
Kindness ---- Scott Perry.mp3

