

# Explicit Instruction - Pathway to Achievement

## 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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## Create Better Questions (Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed
Is carbon a metal?	Why is carbon not a metal?
Is this a sentence or a clause?	Why is this a clause rather than a sentence?
Is slate a metamorphic rock?	Why is slate a metamorphic rock?
Is 23 prime?	Why is 23 prime?

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## Create Better Questions (Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed using comparisons
What is a prime number?	Why is 17 prime and 15 not?
What was life under apartheid like?	How were lives of blacks and whites different under apartheid?
Is a bat a mammal?	Why is a bat a mammal and penguin not?

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## Create Better Questions (Embedded Formative Assessment by Dylan Wiliam)

Original Question	Reframed as Statement Agree/Disagree/Why
Are all squares rectangles?	All squares are rectangles.
Do the Senate and the House of Representatives have the same powers?	The Senate and the House of Representatives have the same powers.
Is plywood a natural resource?	Plywood is a natural resource.
Was Andrew Jackson <i>the president for the common man</i> ?	Andrew Jackson was <i>the president for the common man</i> .

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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. 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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## 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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## 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 \_\_\_\_\_ . Finally, we learned \_\_\_\_\_ .*

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

### Teaching information to partner using worked problems

*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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## 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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## 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 - *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

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

**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**

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