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# High Quality Delivery of Reading Instruction

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## Today's Objectives

1. Identify explicit and systematic instruction components

2. Describe how to use these components with a reading lesson

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## Instructional Perspective on Teaching and Learning

**1.** What is it about this student that makes him or her unable to learn?

**2.** What is it about this instruction that makes this student unable to learn?

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## Previous Webinars in this Series:

**Structured Literacy**

Phonology — Sound-Symbol Association — Syllables — Morphology — Syntax — Semantics

| Big Ideas | Is there thorough coverage of essential instructional content? |
| --- | --- |
| | ☐ Phonology? |
| | ☐ Sound-symbol association (sounds, blending, word reading)? |
| | ☐ Syllables? |
| | ☐ Morphology? |
| | ☐ Reading connected text with accuracy and fluency? |
| | ☐ Syntax? |
| | ☐ Semantics: |
| |   ☐ Vocabulary? |
| |   ☐ Academic language instruction? |
| |   ☐ Listening comprehension? |
| |   ☐ Reading comprehension? |
| Conspicuous Strategies | ☐ Are verbal explanations, directions, and demonstrations present? |
| | ☐ Is clear and explicit language utilized to guide students through each lesson? |
| | ☐ Are there a series of sequential instructional steps progressing from simple to more complex purposefully employed to acquire and use new knowledge? |
| | ☐ Are guided and independent practice opportunities present? |
| | ☐ Is consistent, supportive, and corrective feedback provided? |
| Mediated Scaffolding | ☐ Is the rate of introduction for key concepts and skills systematic and appropriate? |
| | ☐ Is there a logical sequence of instructional examples to promote success and reduce confusion? |
| | ☐ Are complex concepts and skills broken down into smaller, more manageable chunks? |
| | ☐ Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work? |
| | ☐ Are prompts, hints, or clues provided to students as they engage in new and complex content. |
| | ☐ Is the complexity of students' independent work comparable to the complexity of the instructional examples used? |
| Strategic Integration | ☐ Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea? |
| | ☐ Are big ideas integrated (not left as discrete concepts or skills)? |
| | ☐ Is there a cohesive connection among strategies to achieve desired outcomes? |
| | ☐ Are prerequisite skills connected with higher order content? |
| | ☐ Are there opportunities for discrimination practice? |
| Prime Background Knowledge | ☐ Are students engaged in their prior knowledge? |
| | ☐ Are essential pre-skills identified that are most proximal to the new learning objective? |
| Student Practice and Review | ☐ Are procedures in place to engage students in the lesson during teacher-led instruction? |
| | ☐ Are multiple opportunities for students to practice tasks frequent and structured? |
| | ☐ Are student verbalization procedures present? |
| | ☐ Are clear correction procedures in place? |
| | ☐ Is there sufficient, distributed, cumulative and varied student practice? |

**Evaluation of Core Instruction Materials**

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Systematic
and
Cumulative

Explicit

Diagnostic

**EXPLICIT AND SYSTEMATIC INSTRUCTION**

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Explicit and Systematic Instruction

| ex•plic•it | • stated clearly and in detail, leaving no room for confusion or doubt. |
|---|---|
| sys•tem•at•ic | • having, showing, or involving a system, method, or plan. |
| in•struc•tion | • the act and art of teaching. |

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# Explicit and Systematic Instruction

| Components of Explicit Instruction | Components of Systematic Instruction |
|---|---|
| • Teacher explanation (Learning Target)<br>• Teacher model<br>• Practice opportunities for all<br>  • Use of signal for engagement<br>  • Judicious cumulative review<br>• Appropriate pacing<br>• Immediate corrective feedback<br>• Checks for understanding | • Prioritize essential content<br>• Break activities into small steps<br>• Steps are sequential<br>• Steps progress from simple → more complex<br>• Students have prior knowledge and prerequisite skills required for new skill<br><br>(The Meadows Center for Preventing Educational Risk, 2010) |

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# Make Instructional Time for Reading a Priority



Kimberly Miles
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# Academic Learning Time

Available Time:

Amount of time available for school activities --about 6 hours
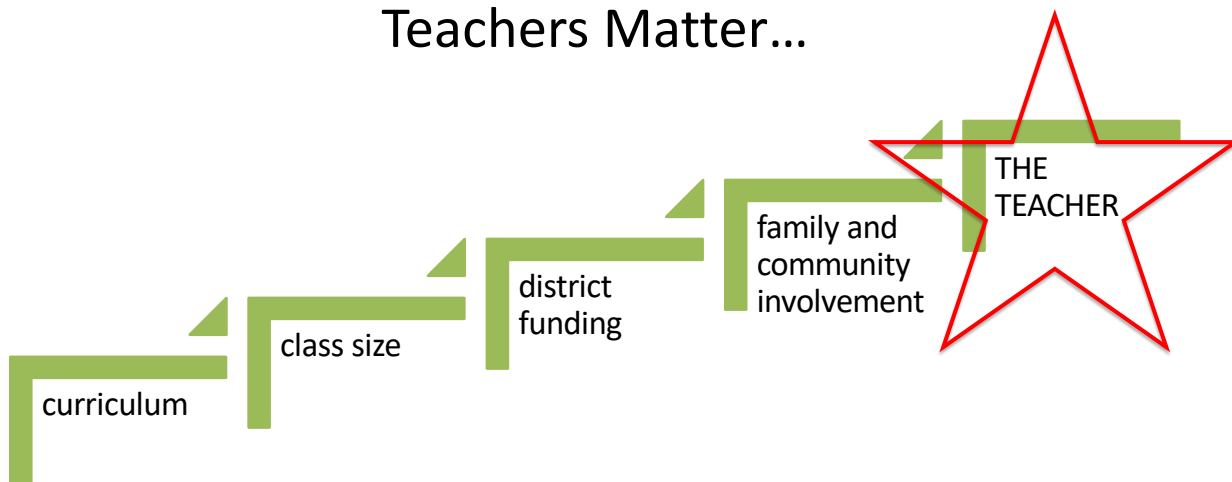
Allocated Time:

Amount of time allocated for academic instruction--about 4 hours

If allocated time is increased, there is a *slight impact* on achievement.

Source: Anita Archer

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# Teachers Matter…

curriculum

class size

district funding

family and community involvement

THE TEACHER

*"Hiring the Best Teachers," Educational Leadership, Volume 60, Number 8, May 2003, pp. 48-52.*

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# Academic Learning Time

<u>Engaged Time:</u>

Amount of time actively engaged in learning task--about 2 hours

If engaged time is increased, there is a *moderate impact* on achievement.

<u>Academic Learning Time:</u>

Amount of time students are successfully engaged on academic tasks

If academic learning time is increased, there is a *strong impact* on achievement.

Source: Anita Archer

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# *Explicit and Systematic Instruction* will Increase Academic Learning Time!

Source: Anita Archer

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## Systematic Components

1. Content:
   - prioritizing essential instructional content
   - follow a clear scope and sequence (easier skills before harder skills, prerequisite skills are talk first)
   - use a series of logical sequential instructional steps (more complex skills and strategies are broken down into smaller steps)

   The amount of content covered WELL = greater potential for student learning!

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## Systematic Components

2. Design:
   - organized and focused
   - clear objective
   - use clear and concise language
   - include a review of previous skills
   - provide models and demonstrations
   - support student learning through guided and independent practice

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# Example of Systematic Instruction



Focus on sound-spellings with picture cue

Blend and read words with sound-spelling pattern

Read and write words with sound-spelling pattern

| go | Jones | bone |
|------|-------|------|
| woke | home | hole |

Read decodable text with sound-spelling pattern

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# Another Example: Step-Do, Step-Do, Step-Do Identifying Main Idea

1. Set lesson objective: Identify the main idea in each paragraph of a story, or text.
2. Quickly review previous lesson on topic sentences.
3. Read the first paragraph together
4. Provide clear and concise steps on how to identify the main idea
   a. Identify the most important who or what in the paragraph
   b. Identify the most important information about the who or what
   c. Say the main idea in one short sentence
5. Provide a demonstration (I do) using the first paragraph
6. Guide and prompt students through the use of the steps (We do) on the next 2-3 paragraphs (partners)
7. Provide independent practice (You do)

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# Explicit Components =

| Highly-focused and purposeful use of instructional language. | Strategies to improve student engagement. |

| Teacher Explanations | Teacher Models | Multiple Student Practice Opportunities | Immediate Corrective Feedback | Checks for Understanding |

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# Teacher Explanations

- State the objective, or goal, of the lesson
- Use concise and clear language – limit the amount of teacher talk!

You're going to learn new vocabulary words.

You're going to learn how to identify cause and effect to help you better understand the story we will be reading.

You're going to practice saying sounds.

You're going to practice blending sounds to read words.

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## Teacher Models

- Step by step demonstrations (clear and concise)
- Provide a range of examples: Tell students what you are doing and thinking
- When appropriate, prompt students to do the activity with the teacher "Let's try this together." or "Do this with me."

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## Multiple Student Practice Opportunities

- Initial practice – provide numerous practice within a lesson ensuring student success
- Distributed practice – continue practicing the skill in short sessions over time
- Cumulative practice – provide continued review of skills and concepts integrated into more complex tasks

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## Multiple Student Practice Opportunities

| Method: VERBAL | Method: WRITTEN | Method: ACTION |
|---|---|---|
| Examples: | Examples: | Examples: |
| Choral responses | Whiteboards | Act out |
| Partner responses | Response cards | Gestures |
| Discussions | Clicker system | Hand signals |
| Individual (no hands) | Writing frames | Facial expressions |

Regardless of method:
- Equity- ALL students are participating in the learning
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

(Archer, 2016)

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## Multiple Student Practice Opportunities

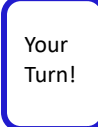| 1. FOCUS | 2. CUE | 3. THINK TIME | 4. SIGNAL |
|---|---|---|---|
| Touch to the left or Pinch the left of the card | Name? Sound? Word? Contraction? Prefix/Suffix? Meaning? | Often 2 seconds (follow routine cards for time per routine) | Tap Slide Loop |

Goal: 80% correct responses – High success rates correlate to increased outcomes

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# Immediate Corrective Feedback

1. Immediately stop when you hear or see an error!

*My Turn!*

2. a. Restate fact or answer, "My turn. That word is _trick_."

    b. Prompt again the use of a strategy or rule. "Let's look at this together…"

*Your Turn!*

3. a. Have students repeat the correct answer.
"Your turn. What word?" Students reply: "_trick_"

    b. Prompt students through the use of the strategy or rule. We do it. You do it.

4. Take the answer out of student's short-term memory by presenting other practice opportunities later. "Let's read some other words and then come back and practice that word again!" "We will practice that strategy again tomorrow!"

5. Repeat the practice opportunity at a later time to confirm mastery.

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# Check for Understanding

Frequently throughout a lesson, check to see if students are mastering the content. If they are struggling, provide immediate corrective feedback and provide more practice of the skills.

1. "Let's do some individual turns."
2. "I'm going to touch next to a spelling. Everyone figure out the sound that spelling makes. Then I will call on ONE student, and only that student will say the sound out loud."

1. "Let's practice using this new vocabulary word in complete sentences."
2. The teacher has Partner 1's turn to their Partner 2's and use the new vocabulary word in a sentence.
3. The teacher rotates around the classroom leaning and listening to individual responses.

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## Video Example: Explicit Lesson Components



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# Systematic and Explicit Lesson

<u>Before the Lesson</u>:
- State the objective or goal of the lesson
- Quick review of earlier skills

<u>During the Lesson </u>(use small sequential steps: step-do, step-do, step-do):
- Models/Demonstrations (I do)
- Multiple student practice opportunities (maximize student engagement)
  - Guided practice with teacher prompts (We do)
  - Immediate corrective feedback
  - Checks of understanding

<u>After the Lesson</u>:
- Individual practice opportunities (You do)
- Determine how successful students were in the lesson

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Questions

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# Thank you for being here today!

Webinar Series:

March 23: Using Implementation
Data to Evaluate Instructional
Effectiveness

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