Explicit Instruction: Effective and Efficient Instruction

Webinar Series
Session 5
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www.explicitinstruction.org
Participation

1. **Choral Responses:**
   If the answer is short and the same, you will say an answer together.

2. **Partner Responses:**
   If you are viewing this with fellow educators, divide into partners and give each partner a number (either #1 or #2).

3. **Written Responses:**
   Record written responses on the handout or on plain paper.

4. **Recorder:** Select one person in your group to be the recorder of “best answers” when asked. Type into “Chat Box.”

5. **Best Practices:** On a separate piece of paper, maintain a list of best practices.

Questions

If you have a question, type it into the “Chat Box”. At intervals during the session, I will respond to the questions.
Schedule

February 8
Topic: Delivery of Instruction - Part 1
Chapter 6
February 22
Topic: Delivery of Instruction - Part 2
Chapter 6 and 7
March 7
Topic: Design of Instruction: Teaching Skills and Strategies
Chapter 2
March 21
Topic: Design of Instruction: Concepts and Vocabulary
Chapter 3
April 4
Topic: Judicious Practice
Chapter 8

Review - Vocabulary Instructional Routine

Step 1. Introduce the word.
Step 2. Introduce the meaning of the word.
Step 3. Illustrate the word with examples (and non-examples).
Step 4. Check understanding.
Instructional Routine - Technical Vocabulary

Step 1. Introduce the word.
   a) Display the word on the screen.
   b) Read the word and have the students repeat the word.
      If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

   Introduce the word with me.

   “Our first vocabulary terms is perpendicular lines.” What vocabulary term?” perpendicular lines

Instructional Routine - Technical Vocabulary (continued)

Step 2. Introduce meaning of word.
Tell students the critical attributes or have them read the attributes.

Display on the screen: perpendicular lines
- two lines
- that intersect
- to form a right angle

Let’s look at the meaning of perpendicular lines. This vocabulary term refers
to ___________. Two lines That _________. Intersect To form a ________. Right angle.
Step 3. Illustrate the word with examples and non-examples.
   a) Concrete examples.
   b) Visual examples.
   c) Verbal examples.

These lines are perpendicular.
   There are 2 lines that intersect and form a right angle.
   These lines are perpendicular.
   Tell your partner why these lines are perpendicular.

These lines are not perpendicular.
   The lines do intersect but they do not form a right angle.

These lines are not perpendicular.
   The lines do not intersect.

Step 4. Check students’ understanding.
Option #1. Have students discern between examples and non-examples.

Example
Are these lines perpendicular? Yes
Ones, tell your partner why these lines are perpendicular.

Non-example
Are these lines perpendicular? No
Tens, tell your partner why these lines are not perpendicular.
Reflection

Share with your partner how you used the instructional routine for vocabulary.

Providing Appropriate Independent Practice

“It is virtually impossible to become proficient at a mental task without extended practice.”
Willingham, 2009

“Development of basic knowledge and skill to the necessary levels of automatic and errorless performance requires a great deal of drill and practice…” Brophy, 1986

“Use it or lose it.” Unknown
Independent Practice

It is not: Drill and Kill

It is: Drill and Skill

It is perhaps: Drill and Thrill

What are benefits of practice?
Feedback

Benefits of Practice

Types of Practice

• Initial Practice

• Distributed Practice

• Cumulative Practice/Review
Initial Practice

- Occurs under watchful eye of the teacher

- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

Distributed Practice

- Studying or practicing a skill in short sessions overtime.

- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.
**Cumulative Practice**

- Adding related skills to skills previously taught.

- The skills are practiced together.
  - #1 skill to mastery.
  - #2 skill to mastery.
  - Practice #1 and #2.
  - Practice #1, #2, and #3.
  - Practice #1, #2, #3, and #4.

**Cumulative Review**

- Provide **intentional review** of previously taught skills/strategies/concepts/vocabulary/knowledge.

- Goal is to increase long-term retention.
### Activity: Planning Initial, Distributed and Cumulative Practice

Vocabulary Instruction in Core Reading Program

- **Week 1:** Monday - Introduce passage vocabulary
- **Week 2:** Monday - Introduce passage vocabulary
- **Week 3:** Monday - Introduce passage vocabulary
- **Week 4:** Monday - Introduce passage vocabulary

Pathway to no retention.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intro.</td>
<td>Quick</td>
<td>Quick</td>
<td>Quick</td>
<td>Quick</td>
</tr>
<tr>
<td>Week 2</td>
<td>Intro.</td>
<td>Quick</td>
<td>Quick</td>
<td>Quick</td>
<td>Review</td>
</tr>
<tr>
<td>Week 3</td>
<td>Intro.</td>
<td>Quick</td>
<td>Quick</td>
<td>Quick</td>
<td>Review</td>
</tr>
<tr>
<td>Week 4</td>
<td>Intro.</td>
<td>Quick</td>
<td>Quick</td>
<td>Quick</td>
<td>Review</td>
</tr>
</tbody>
</table>
Activity: Planning Initial, Distributed and Cumulative Practice

Math program

a. Introduces new skill using I do it. We do it. You do it.
b. No distributed practice after initial introductory lesson.
c. Cumulative review only at the end of the unit.

What would you suggest?

Activity: Feedback

Math program
Selecting What to Practice

• **What will be practiced?**
  – Was the skill taught during group instruction?
  – Can students perform it independently?
  – What is the purpose of the assignment? (e.g., increasing accuracy, increasing fluency, maintaining the skills)

Designing, selecting, or adapting assignments

1. Match the skill to the task.
2. Control for other skill demands.
3. Provide clear, concise directions.
Designing, selecting, or adapting assignments

4. Provide prompts or worked examples when necessary.

5. Consider time to complete the task/assignment.

Selecting format

• What practice format will be used?
  – Paper-pencil?
  – Group Activity?
  – Peer Activity
Paper/Pencil Practice Activity-
“Meaningful Sentence” Writing

(adapted from Success for All)

• Students write a sentence answering three to four of these questions:
  who, what, when, where, why, how
• Not OK
  It was meager.
• OK
  At the end of the month, our dinners were meager because we had little money.

Selecting format

• What practice format will be used?
  – Group practice?
    • Vocabulary Examples
Example Practice Activity - Word Association

• Present a number of words.
  1. representative  2. socialism  3. reform  4.revolution  5.tributary

• Play… I am thinking of a word……

  “I am thinking of a word that goes with river.”

  “I am thinking of a word that refers to a person that takes ideas to the government.”

  “I am thinking of a word that means a change.”

Example Practice Activity - Word Association - Challenging

• Present a number of words.
  1. concentrate  2. relieved  3. enemy  4. impressed  6. absurd  7. educated

• Play… Select a word. Defend your choice.

  “What word goes best with the word humor. Tell your partner and defend your choice.”
Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?

2. Can incidents cause compassion?

3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

Example Practice Activity - Completion Activity

1. confine: to hold or keep in; to limit; imprison; restrict
   Things that can be confined are ________________________________________.

2. persistent: refusing to give up; determined
   I was very persistent when ____________.

3. dispersal: send off in different directions
   At school dispersal might involve ________.

4. globalization: condition when something spreads across the world
   Today, globalization involves the dispersal of _______________________.

(Curtis & Longo, 1997)
### Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomad - wanderer</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nomad - settler</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desert - city</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Example Practice Activity - Sentence Substitution

1. In **mythology**, we will study the origin of many common words.

2. The events are in **chronological order**.

3. The Titans caused a great **tumult** in the skies.

*(Lively, August, Carlo, & Snow, 2003)*
Example Practice Activity - Odd Word Out
(Rasinski, Padak, Nelson, Nelson, 2007)

Read the four words. With your partner determine which word doesn’t fit with the other words. Generate all possible ways to eliminate a word.

humiliate  emancipate

abuse  cruelty

Example Practice Activity - Word Sorts
(Gillett & Temple, 1983)

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senators</td>
</tr>
<tr>
<td>Justices</td>
</tr>
<tr>
<td>Vice president</td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td>Representatives</td>
</tr>
<tr>
<td>Cabinet</td>
</tr>
<tr>
<td>Departments</td>
</tr>
</tbody>
</table>
### Example Practice Activity - Word Sorts
*(Gillett & Temple, 1983)*

<table>
<thead>
<tr>
<th>Legislative Branch</th>
<th>Executive Branch</th>
<th>Judicial Branch</th>
</tr>
</thead>
</table>

### Example Practice Activity - Semantic Mapping - Structured
*(Heimlich & Pitteinan)*

```
+----+----------------+----------------+------------------+
|    | textiles       | types of textiles | products made from textiles | characteristics of textiles |
+----+----------------+----------------+------------------+
```
Selecting practice format

- What practice format will be used?
  - Partner or team activities?
    - Peer Assisted Learning Strategies (PALS)
    - Class wide Peer Tutoring (CWPT)
    - Team Assisted Individualization (TAI)

Effective Peer/Group Practice Programs

1. Teachers explicitly taught new content before practiced in dyads/groups.

2. Teachers taught and assigned student responsibilities and roles.

3. Used consistently – part of the classroom culture.
### Effective Peer/Group Practice Programs

4. Careful matching procedures  
5. Close teacher monitoring  
6. Student accountability

### Partner Activity - Spelling Practice

<table>
<thead>
<tr>
<th>Tutor</th>
<th></th>
<th>Tutee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Takes out list of spelling words.</td>
<td></td>
<td>Repeats the word.</td>
<td></td>
</tr>
<tr>
<td>2. Says the word.</td>
<td></td>
<td>Writes the word.</td>
<td></td>
</tr>
<tr>
<td>3. Says word in sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Asks tutee to write word.</td>
<td></td>
<td>Checks the word. If it is incorrect, the tutee crosses out the word and rewrites it.</td>
<td></td>
</tr>
<tr>
<td>5. Shows the word on the list.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Partner Activity - Fluency Practice

Partner #1 reads for one minute. When the teacher says, stop, the partner stops reading.

Partner #2 follows along as his/her partner reads, underlining any word errors and circling the last word read.

Partner #2 provides feedback to his/her partner, saying the number of words read correctly in a minute and going over any word errors.

Introducing the assignment

• How will the assignment be presented?

  – Clarify

  – Verify
Evaluating Independent Work

• How will the assignment be evaluated and feedback provided?
  – Establish a performance criterion
    • Participation or completion
    • Accuracy
    • Fluency
    • Specific Criteria (Rubrics)
  – Provide Feedback

Establish Routines Related to Independent Practice

• Determining what to do
• Obtaining assistance
• What to do when completed
Routines and Procedures
Gaining assistance during independent/cooperative tasks

Red and Green Card
1. Student attempts task, consulting with examples in the text or notes from instruction.
2. When the student has a question, the RED side of the card is placed up. (Other signals can be used such as a “Help Wanted” sign or a book standing up on desk.)
3. The student must continue working. The student will skip the item and work on the next problem.
4. The teacher moves around the room monitoring (Walk around. Look around. Talk around.)
5. When the teacher sees a RED card, he/she provides assistance.

Only When Near
1. When the student has a question and the teacher is NOT near, the student may consult with his/her partner or uses the rule “Three Before Me”.
2. If that assistance is not adequate, the student circles the item and continues working.
3. The teacher moves around the room monitoring (Walk around. Look around. Talk around.)
4. When the teacher is NEAR, the student may raise his/her hand and request assistance.
Best Practice List

Share your best practice list with your partner. Tell your partner two practices that you intend to implement in your classroom.

Thank You

May we always remember:

How well we teach = How well they learn