

Explicit Instruction Webinar

Anita L. Archer, Ph.D.

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The active participation in many of our classrooms is just not working. How can we "repair" practices in 2014?

Active Participation Essentials

The opportunities to respond:

1. Include all students
2. Are structured
3. Allow adequate Think Time (Wait Time)

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Active Participation Essentials Think Time

When thinking time was extended beyond 3 seconds these benefits occurred: Tobin and Capie (1980)

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

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Active Participation Essentials

Non-Example: Ronnie, what are the steps in the Division of Fractions Strategy?

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Active Participation Essentials

Example: Write down the steps in the Division of Fractions Strategy. (Pause. Give thinking time.) Compare your list to your partner's list. Fix it up if you left something out. (Pause. Circulate and Monitor. Provide feedback.) Let's review each step using this problem. (Go through problem step by step, stressing each step in the algorithm.)

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Active Participation Essentials

Non-Example: Raise your hand if you can tell me the meaning of the prefix re. Ann. *Re means again.*

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Active Participation Essentials

Example: Everyone, what prefix?(Signal for choral response.) *re* What is the meaning of re? (Pause and give thinking time. Signal for a response.) Everyone. *again*

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Active Participation Essentials

Non-Example: Brea, please come to the Smart Board and solve this equation:

$$3x + 6x + 12 \text{ when } x = 2$$

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Active Participation Essentials

Example: Everyone, write this equation on your whiteboard and solve it. (Teacher displays equation on Smart Board:

$$3x + 6x + 12 \text{ when } x = 2)$$

(Teacher monitors and gives feedback to individuals. Teacher assists Brea in solving the equation.) Brea, please come to the Smart Board and write your solution. Students, let's check your solution with Brea's.

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Active Participation Essential

Non-Example: "Turn and tell your shoulder partner some of the uses of water by a civilization."

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Active Participation Essential

Example: Water is critical for all civilizations. Make a list of ways a civilization and its citizens use water. For example, water is used in cooking."

(Teacher circulates, writing down students' answers and names.) Ones than twos, read your list to your partner. Add your partners best ideas to your list. (Teacher circulates, writing down students' answers and names.) (Teacher displays list of ideas and names on the screen and then reads list with students.)

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Active Participation Essentials

Non-Example: What are some hints that we need a new paragraph in our story. Students shout out answers. "There is a new setting." "The situation changes." "You know... the speaker is different."

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Active Participation Essentials

-Example: What are some hints that we need a new paragraph in our story? (Teacher provides six seconds of think time. Using the iPad app, teacher calls on students.) Elizabeth, what is one hint that a new paragraph is needed? "*There is a new setting.*" Yes, Lucas, another hint. "*The situation changes.*" Great, Marcella. "You know... the speaker is different."

Let's all review. (Teacher displays hints and has everyone read them.) We add a new paragraph, when there is a change in the (students read with teacher) *speaker, setting, situation, time.* Excellent. Let's apply it to this short story.

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Everyone is talking about "close reading". How could close reading be implemented in the context of explicit instruction?

Close Reading

- **Close reading**
 - Rigorous reading of informational text
 - Creating deep understanding
 - Determining what text says explicitly
 - Making logical inferences
 - Drawing conclusions about content
 - Examining meaning thoroughly

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Close Reading

Close reading refers to the careful, systematic analysis of a text for a particular purpose.

(Brummett, 2010)

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Close Reading

Major approaches

Questions

1. The teacher asks questions.
2. Students generate questions and answer them.

Strategies

1. The teacher guides students in using a strategy that promotes close reading.
2. Students independently apply strategy.

Questions – Why?

Why might we ask questions on passage segment that has been read?

- **Research-validated** practice.
- **Increase understanding** of passage segment.
- Promote **careful thinking** about text.
- Increase **comprehension on future passages**.
- Increase ability to **locate evidence in text**.
- **Rehearse critical information** to increase retention.

Questions

Should all questions be open-ended with many answers possible?

Questions

Should all questions be open-ended with many answers possible?

NO NO NO NO NO

Literal, foundation questions are appropriate when:

- Students have **low language comprehension skills**.
- Students need to **rehearse critical facts**.
- You are emphasizing explicit understanding of text and **location of evidence** within passages.
- Students need **scaffolding when answering higher order questions**.

Informational Text - 7th grade

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Analyze - What text means
 - Draw - Inferences
 - Cite - Evidence
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - Determine - Central ideas
 - Analyze - Development of central ideas
 - Summarize - Central ideas

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Informational Text - 7th grade

Key ideas and Details

3. Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals and events, or how individuals influence ideas or events).
 - analyze - how **ideas** influence individuals and events
 - analyze - how **individuals** influence ideas or events

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
 - determine - meaning of words and phrases in text
 - analyze - word choice

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Informational Text - 7th grade

Craft and Structure

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.
 - analyze- structure of text
 - analyze- how sections contribute to whole
 - Analyze the structure of text features (e.g., graphics, headers, captions) in public documents.
 - analyze- text features in public documents
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 - determine - author's point of view or purpose
 - analyze - how author distinguishes his/her position from others

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Informational Text - 7th grade

Integration of knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- integrate - information from different sources
develop - coherent understanding of topic
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- trace - argument and claims
- distinguish between - claims supported by reasons AND claims not supported

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Informational Text - 7th grade

What text explicitly says

- determine
- analyze
- draw inferences
- cite evidence

Central ideas

- determine
- analyze
- summarize

How ideas, individuals, events, influence each other

- determine
- analyze

Meaning of words in text

- determine
- analyze word choice

Structure of text

- determine
- analyze (parts to whole)

Author's point of view

- determine
- analyze

Information from multiple sources

- determine
- integrate

Arguments and claims

- determine
- analyze support for claims

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Third Grade

Text Understanding

- Ask questions
- Answer questions
- Refer to text evidence

Point of view

- Determine
- Distinguish between own and author's point of view

Main Idea

- Determine
- Support with details

Text Understanding

- Use illustrations
- Use words
- Where, When, Why, How

Relationship between events, scientific ideas, concepts

- Describe
- Use language of time,

Connection between sentences/paragraphs

- Describe
- comparison, cause/effect, first/second/third

Meaning of Academic and Domain Specific vocabulary

- Determine meaning

Two texts – important points and key details

- Compare
- Contrast

Text features

- Locate information

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Fourth Grade

What text says explicitly

- Explain
- Refer to details & examples
- Draw inferences

Meaning Academic and Domain Specific Vocabulary

- Determine meaning

Main idea

- Determine
- Explain supportive details
- Summarize text

Structure of events, ideas, concepts, information

- Describe
- eg., comparison, cause/effect,, problem/solution

Events, procedures, ideas (historical, scientific, technical text)

- Explain what happened and why
- Use specific text info.

Firsthand and secondhand accounts of events

- Compare/Contrast
- Describe different focus and information

Information – visual, oral, quantitative (Graphs, charts, diagrams, time lines)

- Interpret
- Explain contribution of info. to text

Particular points in text

- Explain use of supportive reasons & evidence

Two texts

- Integrate information
- Speak or write using information

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Fifth Grade

What text says explicitly

- Explain
- Draw inferences
- Quote accurately

Main ideas - Two or more

- Determine
- Explain how supported by details
- Summarize texts

Relationships/Interactions between individuals, events, ideas, concepts

- Explain
- Use info from text

Meaning Academic and Domain-Specific Vocabulary

- Determine meaning

Structure – events, ideas, concepts, information in two or more texts

- Determine (chronology, comparison, cause/effect, problem/solution)
- Compare and contrast

Multiple accounts of same event

- Analyze
- Note similarities and differences in point of view

Multiple print or digital sources

- Quickly locate answer
- Solve problem efficiently

Particular points

- Explain use of supportive reasons & evidence

Multiple texts

- Integrate information
- Speak or write using information

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Teacher Asks Questions

Guidelines:

- 1. Purpose:** Keep the reading purpose in mind as you select, adapt, or write questions.
- 2. Text Dependent Questions:** Ask questions that focus on information (evidence) provided in the text.
- 3. All Respond:**
 - Everyone **thinks**.
 - Everyone **touches** answer within text.
 - Everyone **writes**.
 - Everyone **speaks** by sharing with his/her partner.

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Teacher Asks Questions

Guidelines continued:

- 4. Think Time:** Provide an adequate amount of thinking time.
For higher order questions, provide up to 6 seconds.

Results: More detailed, logical answers
Greater participation
Number of questions asked increases

- 5. Scaffold as needed:**
 - Ask **foundation questions** before higher order questions
 - Support answers with **sentence starters**
 - Use optimum **active participation strategies**

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The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

According to this paragraph, how is the continent Antarctica different from the continent of North America?

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Teacher Asks Questions

Scaffolding with foundation questions:

If a question is a difficult, higher order question, scaffold (support) the students' performance by asking foundation (literal) questions **first**.

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During Reading - Teacher Asks Questions

Scaffolding Questions:

Where is Antarctica located?

What covers the land?

What would we find below the ice?

Big Question to be asked:

According to this paragraph, how is the continent Antarctica different from the continent of North America?

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During Reading - Teacher Asks Questions

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

According to this paragraph, how is the continent Antarctica different from the continent of North America?

Begin by saying:

There are many differences between the continents of Antarctica and North America. One difference is Another difference is Finally, another difference is

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Teacher Asks Questions

Procedure for asking students questions on text material.

1. Have students read a segment of the text.
2. Ask **a question**.
3. Provide adequate **thinking time**.
4. Provide a verbal or written **sentence starter**.
5. Have students share answers with their **partners**.
6. Call on **a student** to answer the question.
7. **Discuss** the answer with the class.

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Student-Generated Questions

Student-Generated Questions based on Headings and Subheadings

1. Read the heading or subheading.
2. Generate one or two questions .
3. Read the section.
4. Answer the question.

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Classifying Rocks

Question	Answer
How do you classify rocks?	Rocks are classified by mineral composition, color, and texture.
How are rocks classified?	

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How Rocks Form

Question	Answer
Igneous rocks How do igneous rocks form?	
Sedimentary rocks How do sedimentary rocks form?	
Metamorphic rocks How do metamorphic rocks form?	

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How Rocks Form

Question	Answer
Igneous rocks	Igneous rocks are formed when magma or lava cools.
Sedimentary rocks	
Metamorphic rocks	

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See Examples of Student Generated Questions

Page 2 Questions generated from headings

Page 3 For each section, students generate a literal and higher order question and record the answers.

Text-Structure Comprehension Strategies

The Big Idea:

The ability to identify and take advantage of **text organization** can contribute to students' comprehension. (Dickson, Simmons, & Kameenui, 1998)

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Text-Structure Comprehension Strategies

Read
Stop
Respond

- Paragraph Shrinking
- Students respond to teacher or partner questions
- Students create main idea statements

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Students generate main idea statements

Paragraph Shrinking

1. **Name the who or what.**
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

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Paragraph Shrinking (Elementary Example)

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of the windiest places in the world.

See Examples Secondary Paragraph Shrinking

Page 4

Working with a partner, one partner reads the paragraph. Other partner asks the paragraph shrinking questions. Then, both students record a 10 word or less main idea statement.

Text-Structure Comprehension Strategies

Read
Stop
Respond

- Students take notes
- Students map/web the content

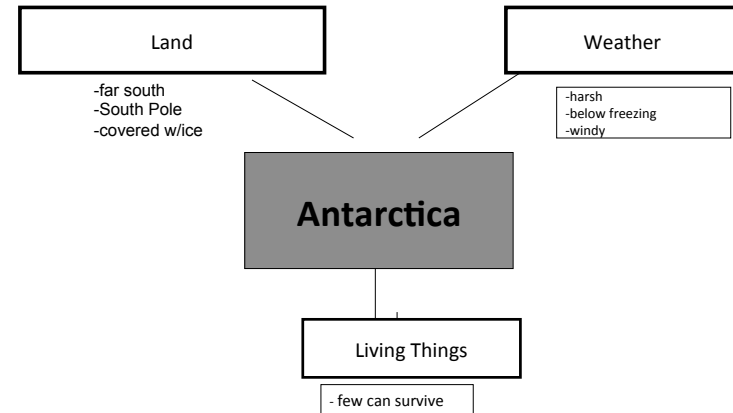
Students take two column notes

<i>Antarctica</i>	<i>- far south continent</i>
	<i>- South Pole</i>
	<i>- Covered with ice</i>
<i>Weather</i>	<i>- Harsh</i>
	<i>- Below Freezing</i>
	<i>- Windy</i>
<i>Living Things</i>	<i>- Few</i>
	<i>Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica.</i>

See Examples – Two column notes

- Page 5.
- Students read a paragraph or related paragraphs and STOP. They then write down the topic of the segment on the left and record the critical, related details on the right. At the bottom of the page, they STOP and summarize the information.

Students map or web the content



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See examples - foldables

Pages 6, 7, and 8.

Students fold paper in half leaving a tab. Then they divide the paper into the number of topics to be covered and cut the top paper into segments. Next, they label the topics.

After students have read about a topic, they the segment and record details inside the foldable.

Text-Structure Comprehension Strategies

Read

Stop

Respond

- Students “mark” the text
- Students write notes in the margins

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Students “mark” the text

1. Circle the topic or main idea statement
2. Underline critical supportive details

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Students write notes in the margins

Notes in the margin might include:

- The topic to allow ease of retrieval
- A summary of the content
- Key vocabulary terms and definitions
- A drawing to illustrate a point
- Responses to interesting information, ideas, or claims

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See example – Marking the Text

Page 9

See Examples for Specialized Domain Strategies

- Pages 10, 11, and 12 Historical Events
- Page 13 Reading and Responding to Story Problems in Math

Questions

Should all of the materials that our students read be complex text?

What Complex Text?

Features of Complex Text

- Multiple themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Lack of repetition

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What Complex Text?

Features of Complex Text

- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs

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Complex Text – Primary Grades

Elfrieda Hiebert & Heidi Mesmer (2013)

Upping the Ante

- Text complexity has not declined in primary grades.
- No research supporting increasing 2nd and 3rd grade text complexity and benefits to future reading
- Accelerating text complexity risky

Complex Text – Upper Grades

- expectations for what students read has declined over last 50 years
- cognitive demands reduced due to range of students' learning abilities and reading and writing skills
- a steady downward trend across grades in the complexity of texts since 1962

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Complex Text – Upper Grades

- students' ability to read and comprehend challenging text predicts graduates' postsecondary success

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Complex Text – Upper Grades

Students should read **variety** of informational text:

- Grade-level text
- **Challenging, complex text**

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Questions

Should we frontload the reading of complex text? Or should the students read it cold?

FRONTLOAD

- Teach the pronunciation and meaning of critical, unknown **vocabulary** words.
- Teach or activate any necessary **background knowledge**.
- **Preview** the text.
- **Establish** a purpose for reading.

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Happy New Year

- Our next Webinar.
- February 13, 2014 at 1:00 Pacific
Pre-Valentines Day
- Send questions to Anita Archer at
archerteach@aol.com