

Explicit Instruction Applied to Paragraph Writing

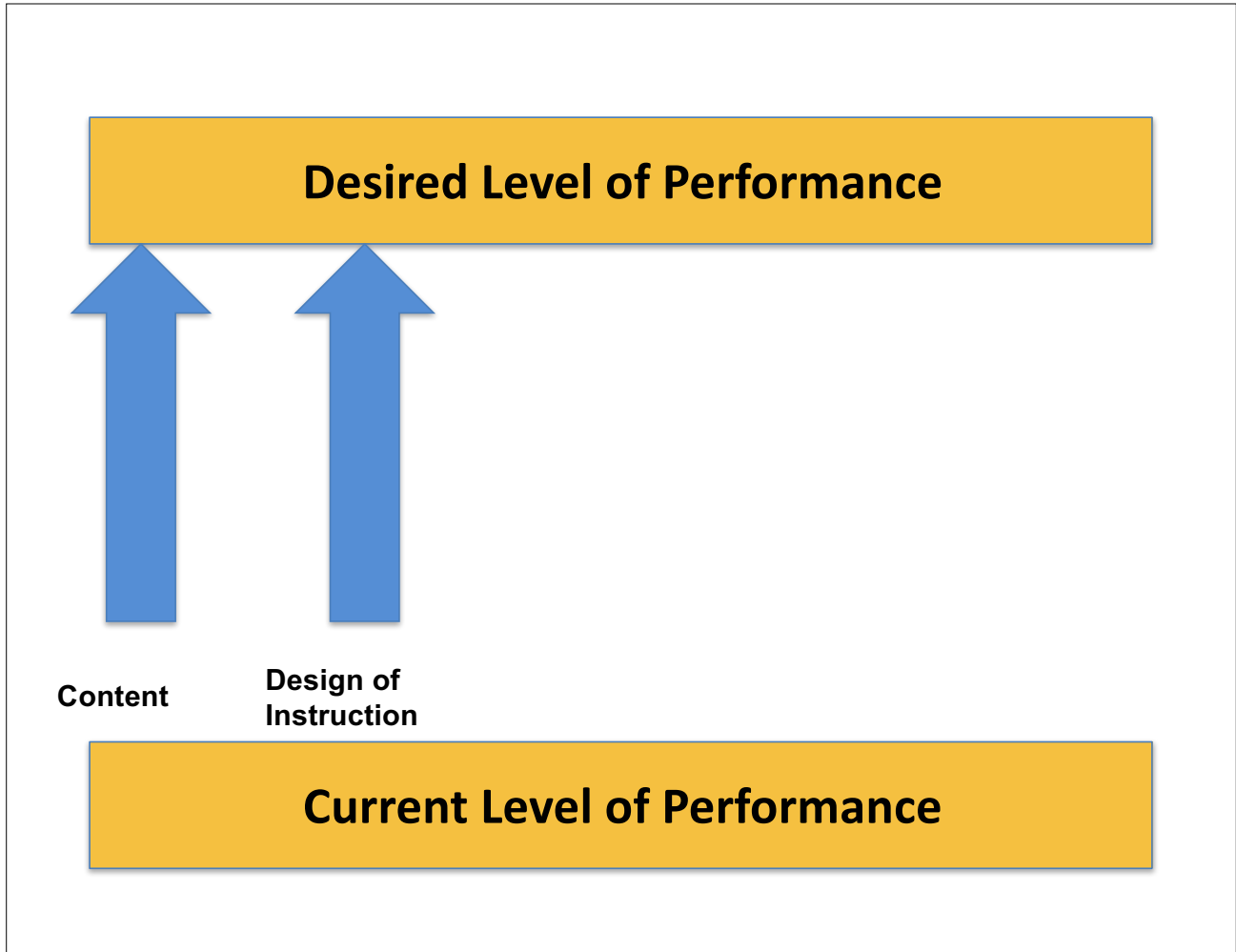
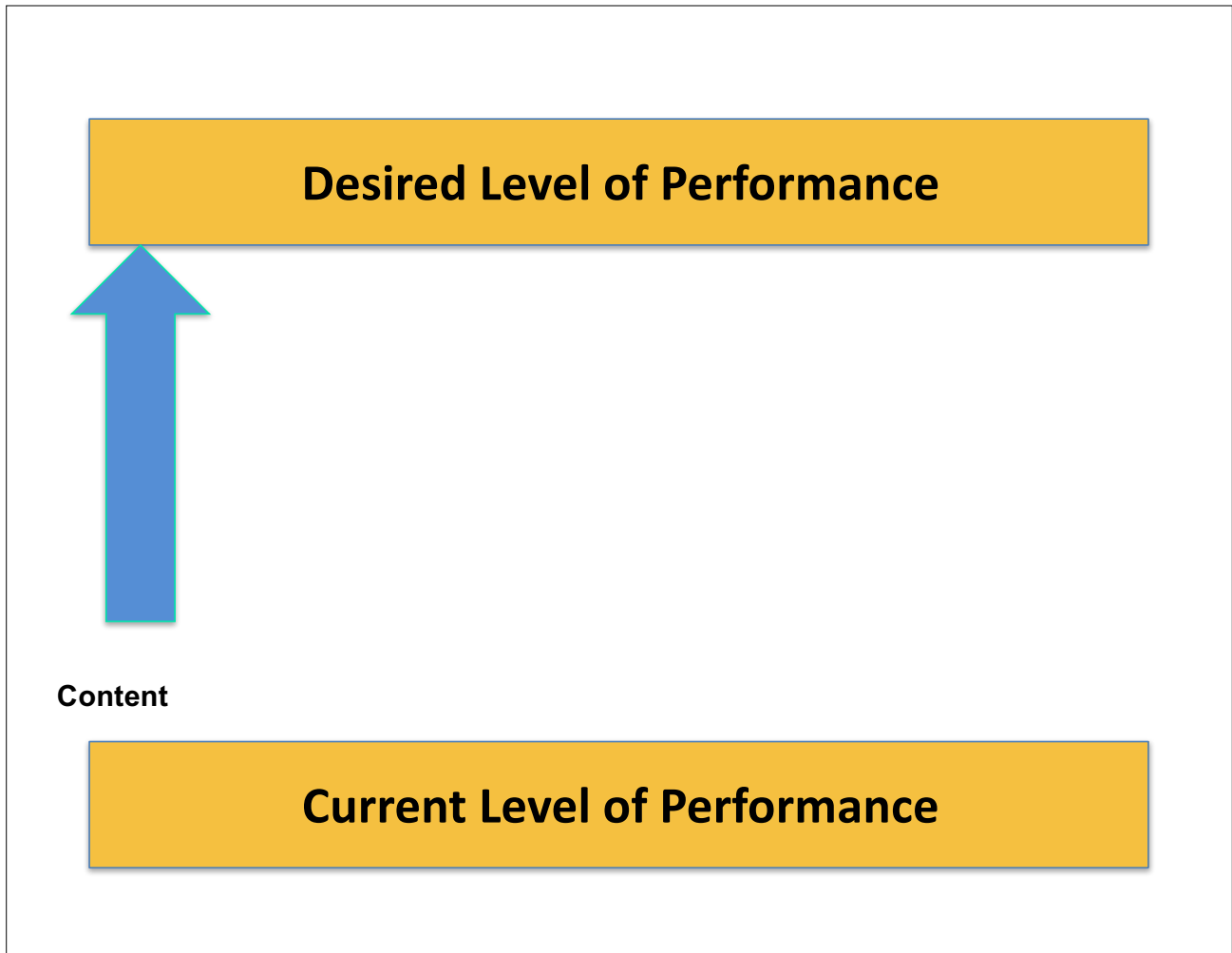
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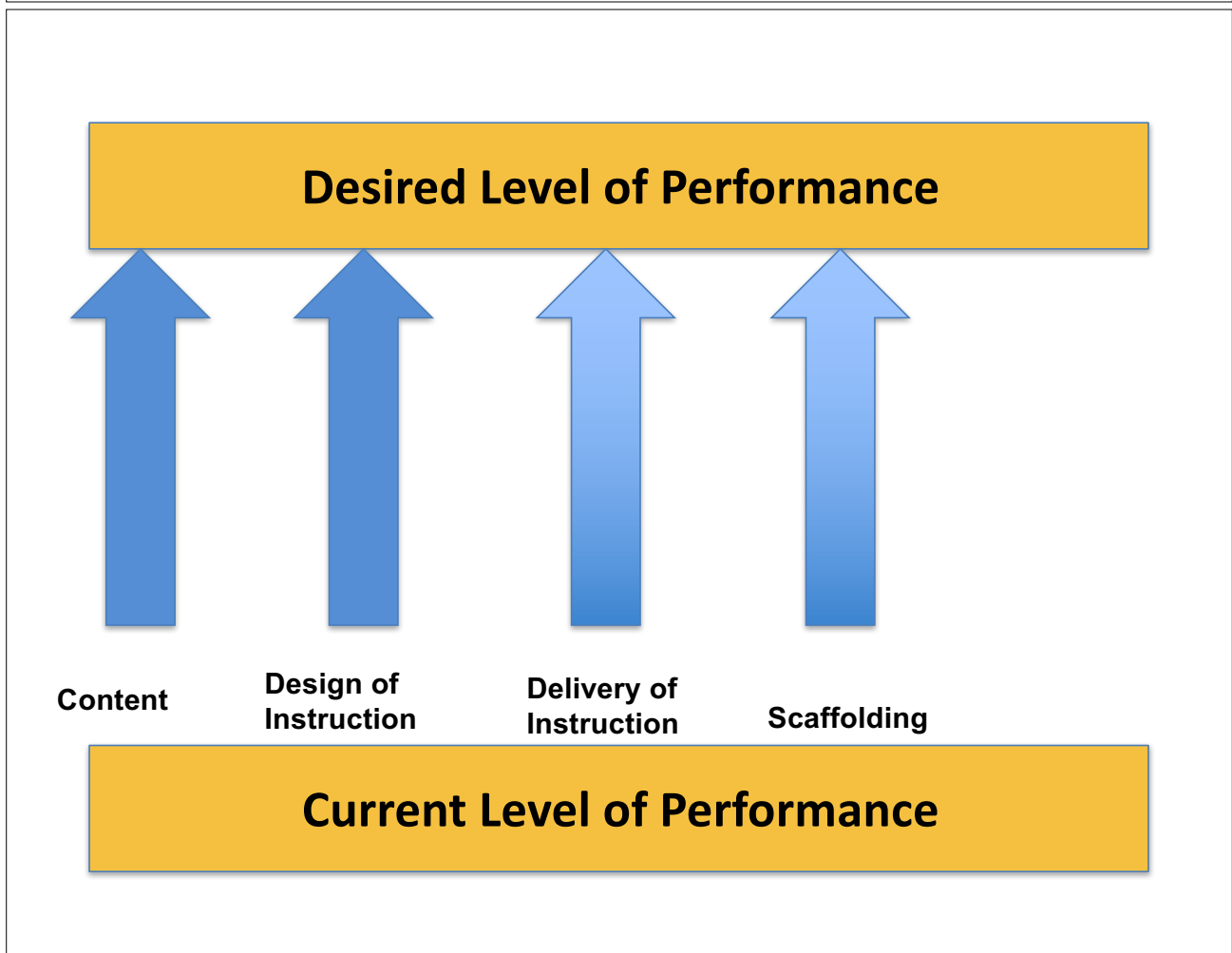
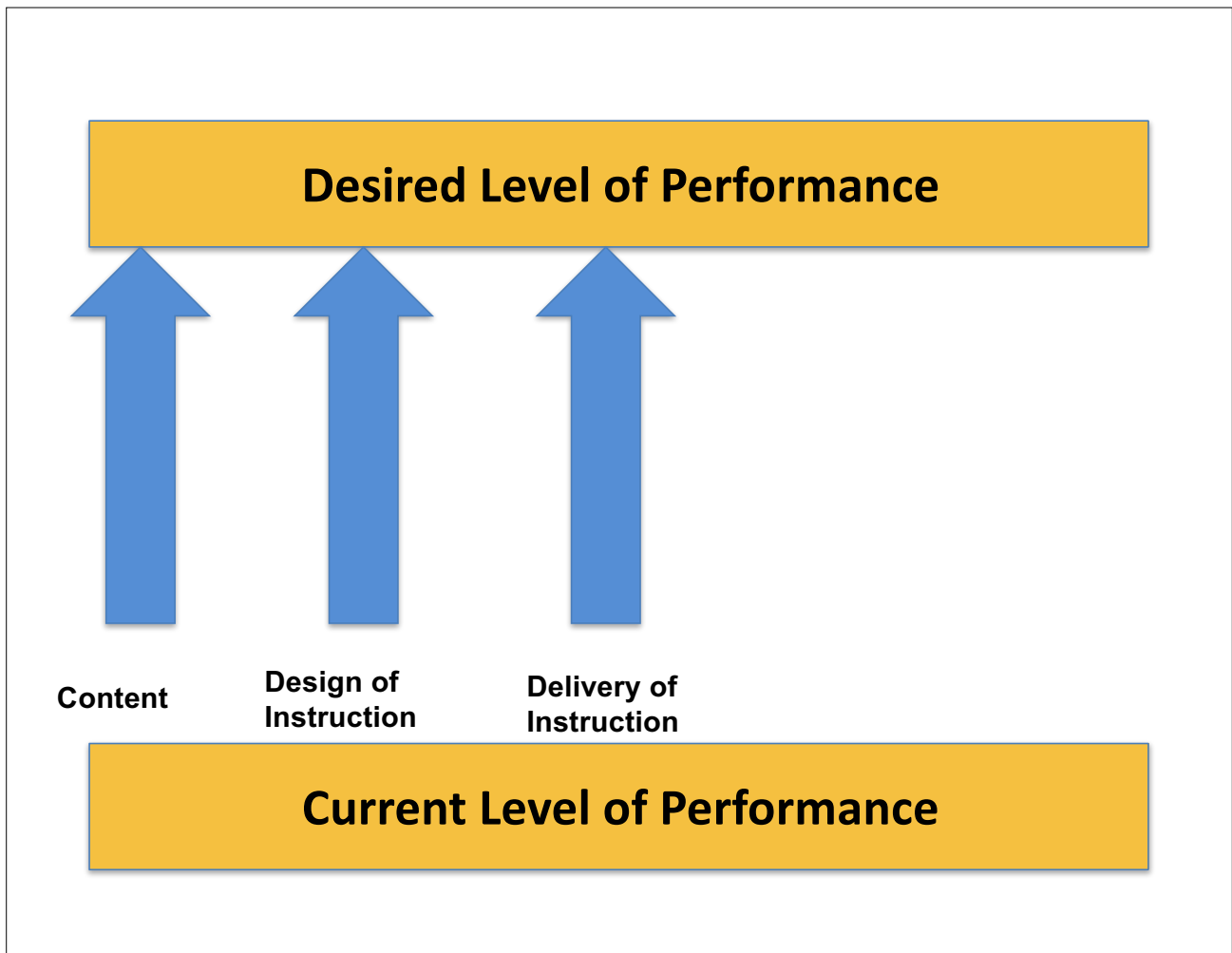
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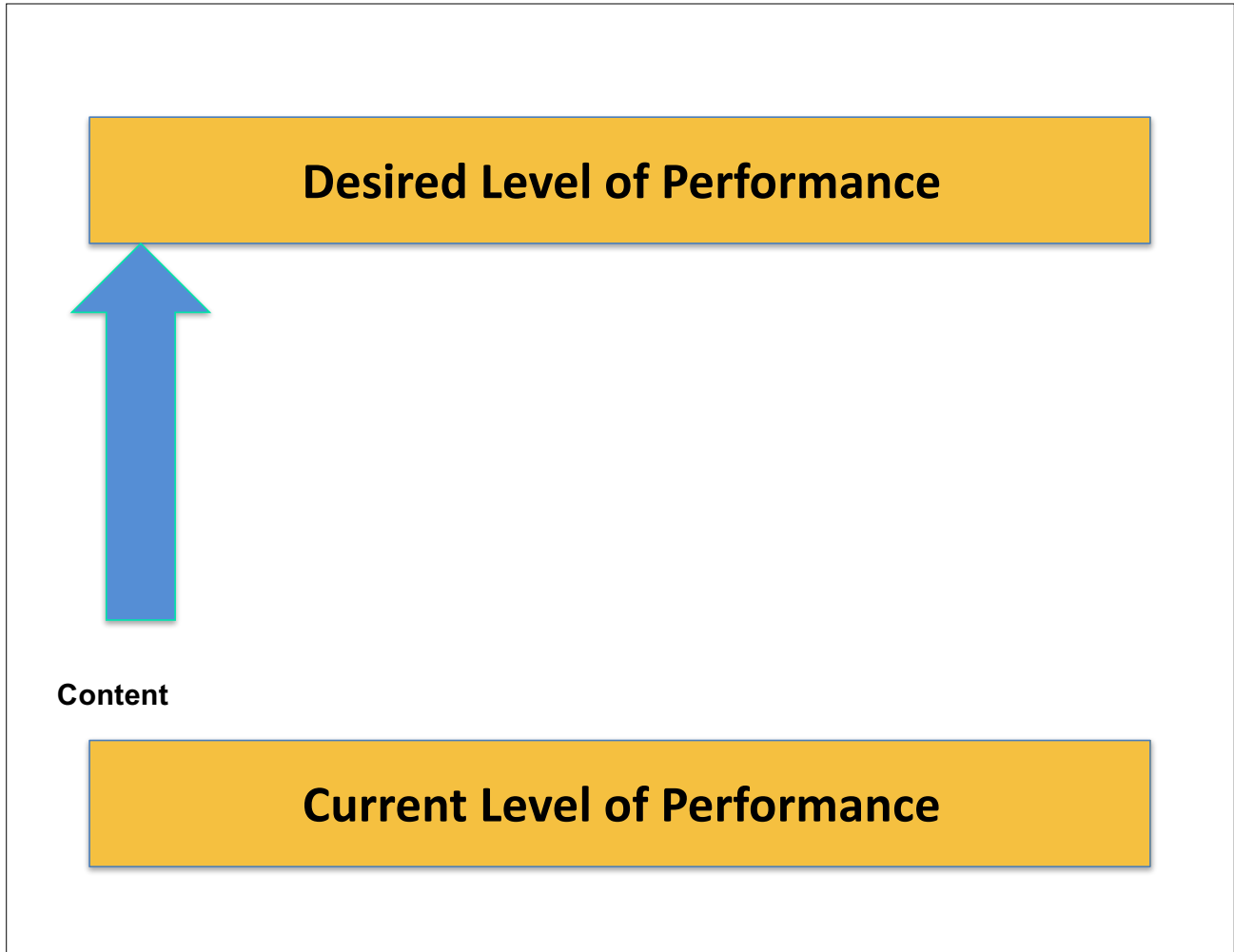
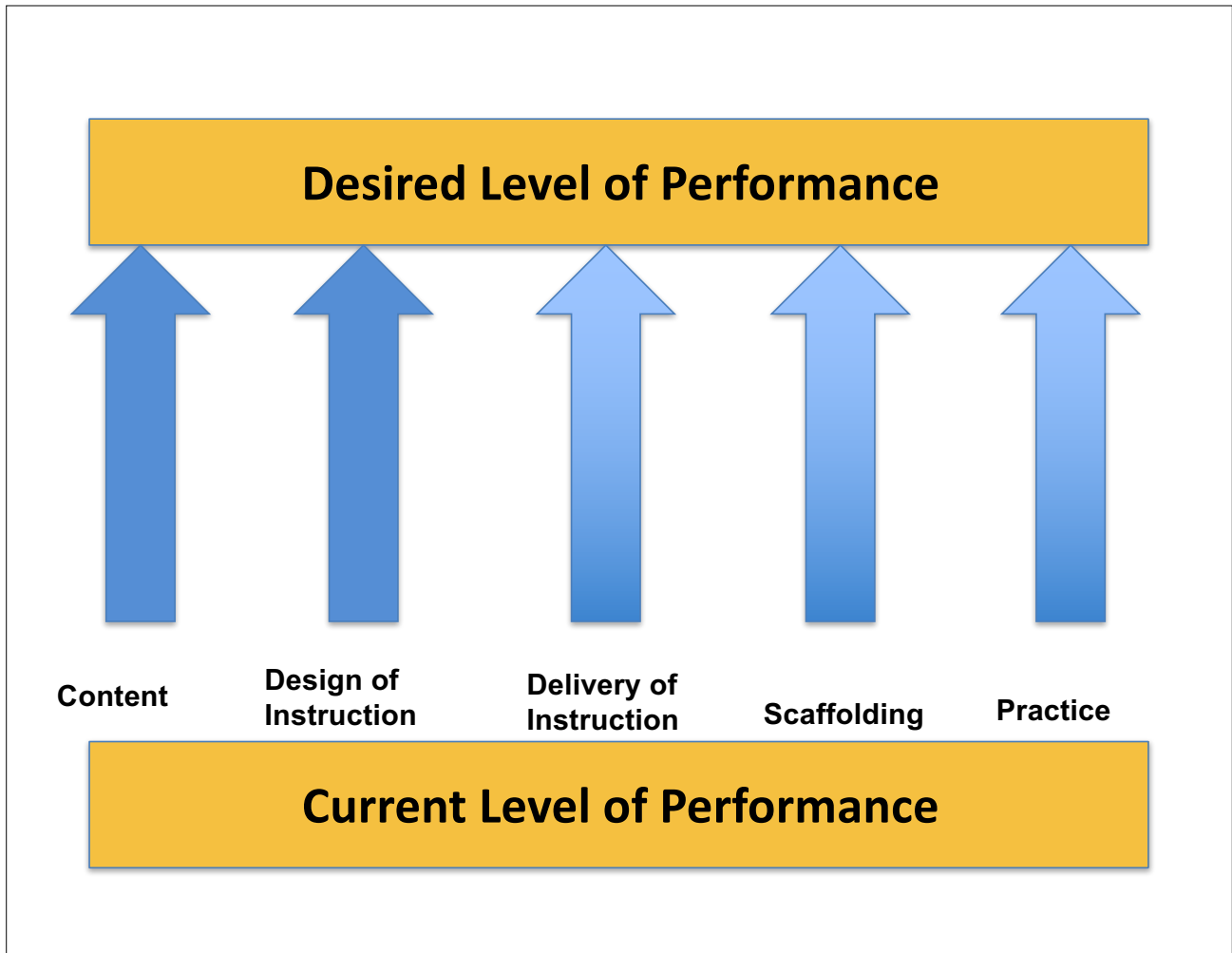
Desired Level of Performance

Current Level of Performance

2







Content:

Focus instruction on critical content.

Students can write a coherent, well-organized stand alone paragraph.

7th graders

- Used content from the previously read articles to practice paragraph writing

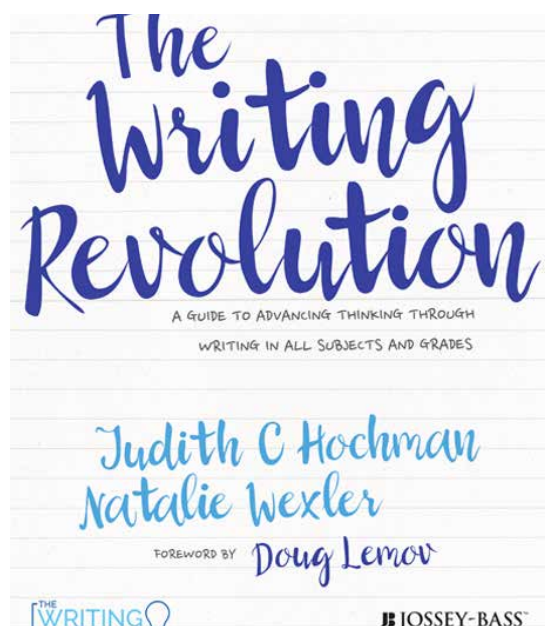
4th graders

- Used content from previously read articles and personal experience to practice

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Recommended Book

Hochman, J. C. & Wexler, N. (2017) *The writing revolution: a guide to advancing thinking through writing in all subjects and grades.* Jossey-Bass.



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Content: **Sequence skills logically.**

- Sequence from *The Writing Revolution* (2017) by Judith C. Hochman and Natalie Wexler
- Sentences
- Single paragraphs
- 3 paragraph essays
- 4 – 5 paragraph essays

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Content: **Break down complex skills and strategies into smaller instructional units.**

- a. Students can distinguish a topic sentence from supporting details.**
1. Gandhi attended law school in Great Britain.
 2. Gandhi was born in India.
 3. He practiced law in South Africa, another British territory, for twenty years.
 4. Gandhi was a product of the British Empire.
 5. He lead a struggle for independence and civil rights in India.

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Content:
Break down complex skills and strategies into smaller instructional units.

b. When given a topic sentence, students can generate supporting details.

Topic Sentence: Gandhi’s dedication to nonviolent protest did not begin in India, but rather in South Africa.

Student generated details

- sat in first class seat on train until thrown off
- refused to sit on dirty footboard of a stagecoach
- organized fellow Indians living in South Africa

Content:
Break down complex skills and strategies into smaller instructional units.

c. When given a topic sentence, students can determine matching supportive details.

T. S. Professionally, Gandhi was an attorney.

1.
2.
3.
4.
- a. went to law school in Great Britain
- b. refused to get off train
- c. was known for love of enemies
- d. was unsuccessful in establishing a law practice in India
- e. was very shy in court during early days
- f. used his legal knowledge throughout his life
- g. went to South Africa to practice law

Content:

Break down complex skills and strategies into smaller instructional units.

d. Students can use one of these strategies to construct a topic sentence.

1. Use one of the sentence types (statement, question, exclamation)

T.S. Gandhi dedicated his life to nonviolent protest against Great Britain.

T.S. Why is Mahatma Gandhi so well know seventy years after his assassination?

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Content:

Break down complex skills and strategies into smaller instructional units.

d. Students can use one of these strategies to construct a topic sentence.

1. Use one of the sentence types (statement, question, exclamation)

T.S. Gandhi dedicated his life to nonviolent protest against Great Britain.

T.S. Why is Mahatma Gandhi so well know seventy years after his assassination?

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Content:

Break down complex skills and strategies into smaller instructional units.

d. Students can use one of these strategies to construct a topic sentence.

2. Include an appositive.

T.S. Gandhi, an iconic civil rights leader, lead nonviolent protests in South Africa and India.

Content:

Break down complex skills and strategies into smaller instructional units.

d. Students can use one of these strategies to construct a topic sentence.

3. Start with a subordinating conjunction.

before	although	after
since	if	while
when	unless	even though
whenever		

Content:
Break down complex skills and strategies into smaller instructional units.

d. Students can use one of these strategies to construct a topic sentence.

3. Start with a subordinating conjunction.

TS. While Gandhi is known for his nonviolent, civil rights actions in India, he is less well-known for his work in South Africa.

Content:
Break down complex skills and strategies into smaller instructional units.

e. Students can create a topic sentence when given supporting detail notes.

T.S. _____

1. organized citizens who disagreed with Great Britain’s rule
2. wrote pamphlets and petitions
3. made speeches
4. lead nonviolent actions against government agencies

Content:**Break down complex skills and strategies into smaller instructional units.****F. Students can deconstruct a paragraph, creating a single-paragraph outline.**

Initially, the expansion of the British Empire in the 17th century was based on mercantilism, or trade. England did not have enough resources. It needed to look to other lands for raw materials, such as cotton and sugar. The empire began with the acquisition of lands on the eastern coast of North America and in the West Indies, a chain of islands stretching from Florida to South America. The English brought slaves from Africa to the West Indies to provide the labor for growing sugarcane. They also took slaves to the American colonies for growing cotton, rice, and tobacco. In return, England sold goods to the colonies, including clothing, dishes, food, metal tools, and other things that the colonists needed. Thus, trade was the compelling factor leading to the expansion of the British Empire across the continents.

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Content:**Break down complex skills and strategies into smaller instructional units.****F. Students can deconstruct a paragraph, creating a single-paragraph outline.**

T.S. Initially, the expansion of the British Empire in the 17th century was based on mercantilism, or trade.

1. not have enough resources
2. needed raw materials - cotton and sugar.
3. eastern coast of N. America + West Indies
4. African slaves to W. Indies = labor sugarcane
5. Slaves to American colonies > growing cotton, rice, and tobacco
6. sold goods > colonies (clothing, dishes, food, metal tools)

C.S. Thus, trade was the compelling factor leading to the expansion of the British Empire.

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Writing Process

Plan*	Plan your writing.
Draft	Write your first draft.
Revise*	Change your writing to make it better.
Edit	Check your spelling, capitals, and punctuation.
Publish	Share your writing.

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Content:

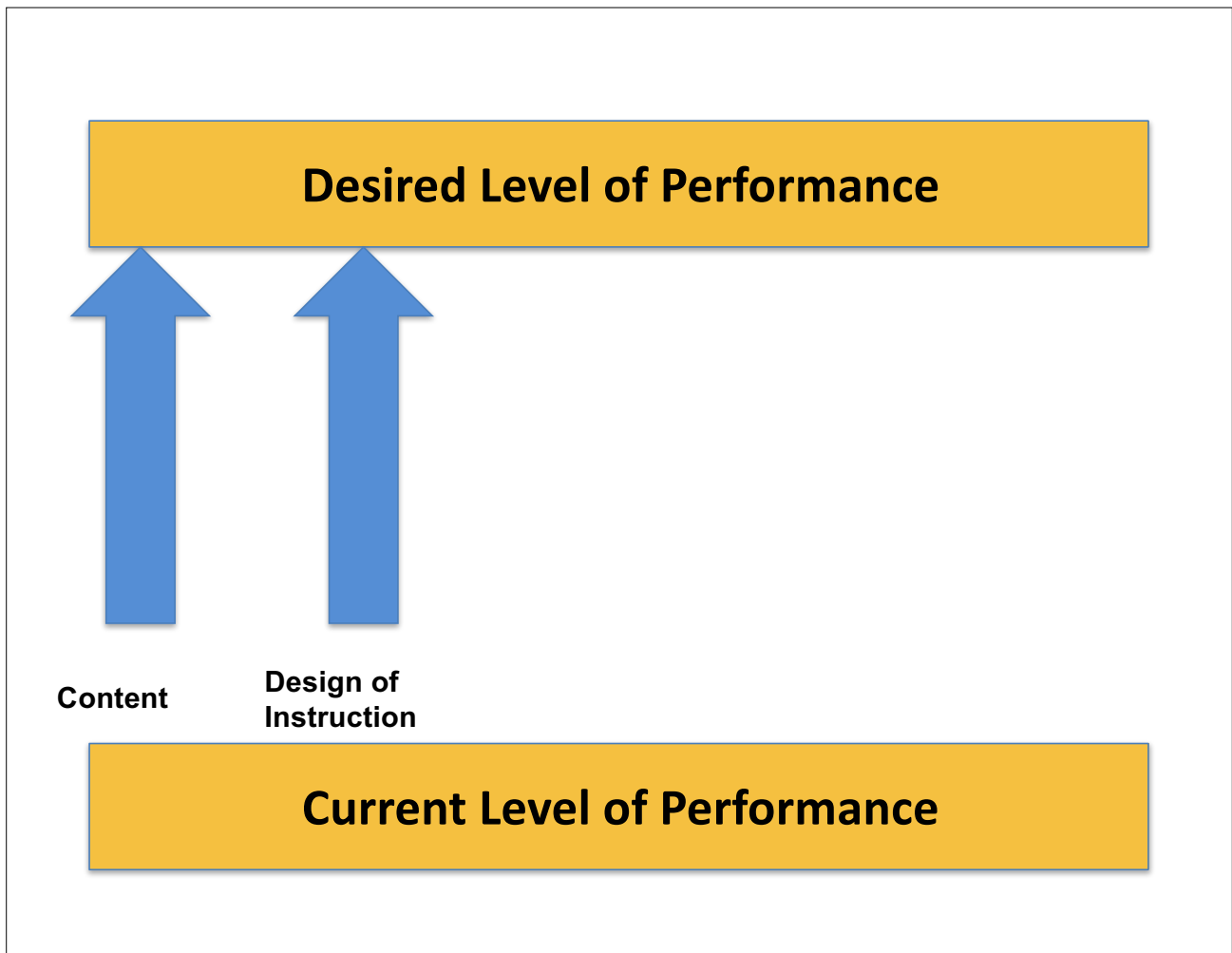
Break down complex skills and strategies into smaller instructional units.

G. Students can create a **plan for writing a single coherent, well-organized paragraph.**

Steps for developing a single paragraph outline.
(page 162 of *The Writing Revolution*)

1. Identify the topic, purpose, and audience.
2. Brainstorm or relate details.
3. Generate a complete topic sentence.
4. Select, categorize, and sequence details.
5. Write notes for the detail sentences on the dotted lines.
6. Generate a complete concluding sentence.

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Design of Instruction:
Design organized and focused lessons.
Be prepared!!!!

Plan Goal: Students can create a plan for writing a single coherent, well-organized paragraph.

Plan Content:

1. Identify the topic, purpose, and audience.
2. Brainstorm or relate details.
3. Generate a complete topic sentence.
4. Select, categorize, and sequence details.
5. Write notes for the detail sentences on the dotted lines.
6. Generate a complete concluding sentence.

Plan Examples and Instruction.

Single-Paragraph Outline p. 247

T.S.	_____
1.
2.
3.
4.
C.S.	_____

Design of Instruction:
Begin lesson with a clear statement of lesson’s goal and your expectations.

Learning Intention: Students can create a **plan** for writing a single coherent, well-organized paragraph.

Success Criteria:

Topic Sentence

___ My **topic sentence** is clearly stated.

___ My **topic sentence** is interesting,

Supporting Details

___ My supporting details support the topic.

___ My supporting details are in the best sequence.

Concluding Sentence

___ My concluding sentence is clearly stated.

Design of Instruction:
Review prior skills and knowledge before beginning instruction.

The skill of developing a topic sentence and concluding sentence is embedded in the lesson.

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Design of Instruction:
Provide step-by-step demonstrations.

Model (I do it)

- **Show** (*Demonstrating*)
 - Proceed step-by-step
 - Exaggerate the steps
- **Tell** (*Describing*)
 - Tell students what you are **doing**
 - Tell students what you are **thinking**
- **Gain Responses**
 - Ask for responses
 - What they already know
 - What you have told them

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Design of Instruction: Provide guided and supported practice.

1. Identify the topic, purpose, and audience.

Prompt: How do penguins obtain food from the sea?

Topic: How penguins fish

Audience: Readers who know little about penguins

Purpose: To explain

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Design of Instruction: Provide step-by-step demonstrations.

2. Brainstorm or relate details.

flightless birds

flippers to help them swim

live in the Southern Hemisphere

eat fish and other sea life

drink sea water

dive deep for fish

stay underwater for minutes

feed in groups

feed on krill and small shrimp

spend around half their time in water

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**Design of Instruction:
Provide step-by-step demonstrations.**

3. Generate a complete topic sentence.

Use one of the sentence types (statement, question, exclamation)

Penguins are skilled “fishermen.”

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**Design of Instruction:
Provide step-by-step demonstrations.**

3. Generate a complete topic sentence.

Include an appositive.

Penguins, the fascinating flightless birds, live on fish and other creatures from the sea.

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Design of Instruction: Provide step-by-step demonstrations.

3. Generate a complete topic sentence.

Start with a subordinating conjunction.

- | | | | |
|--------|----------|-------------|----------|
| before | although | after | whenever |
| since | if | while | |
| when | unless | even though | |

Even though Penguins can not fly, their flippers allow them to be skilled fishermen.

Single-Paragraph Outline p. 247

T.S. Penguins are skilled “fishermen.”

1.

2.

3.

4.

C.S. _____

Design of Instruction: Provide step-by-step demonstrations.

4. Select, categorize, and sequence details.

flightless birds

flippers to help them swim

live in the Southern Hemisphere

eat fish and other sealife

drink sea water

dive deep for fish

stay underwater for minutes

feed in groups

feed on krill and small shrimp

spend around half their time in water

37

Design of Instruction: Provide step-by-step demonstrations.

5. Write notes for the detail sentences on the dotted lines.

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Single-Paragraph Outline p. 247

T.S. Penguins are skilled “fishermen.”

1. dive deep for fish.....
2. stay underwater for minutes.....
3. feed in groups.....
4. feed on krill, small shrimp.....

C.S. _____

Single-Paragraph Outline p. 247

T.S. Penguins are skilled “fishermen.”

3. dive deep for fish.....
4. stay underwater for minutes.....
1. feed in groups.....
2. feed on krill, small shrimp.....

C.S. _____

**Design of Instruction:
Provide step-by-step demonstrations.**

6. Generate a complete concluding sentence.

Penguins rely on the creatures in the sea for their survival.

Single-Paragraph Outline p. 247

T.S. Penguins are skilled “fishermen.”

3. dive deep for fish.....

4. stay underwater for minutes.....

1. feed in groups.....

2. feed on krill, small shrimp.....

C.S. Penguins rely on the creatures in the sea for their survival.

Design of Instruction

Success Criteria:

Topic Sentence

_____ My **topic sentence** is clearly stated.

_____ My **topic sentence** is interesting.

Supporting Details

_____ My supporting details support the topic.

_____ My supporting details are in the best sequence.

Concluding Sentence

_____ My concluding sentence is clearly stated.

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Single-Paragraph

Penguins are very skilled “fishermen.” They do not fish alone, but rather in groups. Krill, small shrimp that float on the water’s surface, are penguin’s major food source. However, they can also dive deep into the ocean to capture and eat fish. Deep sea fishing is possible because penguins can stay underwater for a number of minutes. Penguins rely on the creatures in the sea for their survival.

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Design of Instruction: **Provide guided and supported practice.**

1. Identify the topic, purpose, and audience.

Prompt: What makes penguins a unique bird species?

Topic: Why are penguins unique

Audience: Readers who do not know about penguins

Purpose: To explain

45

Design of Instruction: **Provide guided and supported practice.**

2. Brainstorm or relate details.

flightless birds

flippers to help them swim

live in the Southern Hemisphere

eat fish and other sea life

drink sea water

dive deep for fish

stay underwater for minutes

feed in groups

feed on krill and small shrimp

spend around half their time in water

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**Design of Instruction:
Provide guided and supported practice.**

3. Generate a complete topic sentence.

Use one of the sentence types (statement, question, exclamation)

Question

Why are we fascinated by penguins?

Why are penguins interesting?

Why are penguins the most interesting type of bird?

Single-Paragraph Outline p. 247

T.S. Why are we fascinated by penguins?

1.

2.

3.

4.

C.S. _____

Design of Instruction: Provide guided and supported practice.

4. Select, categorize, and sequence details.

flightless birds

flippers to help them swim

live in the Southern Hemisphere

eat fish and other sea life

drink sea water

dive deep for fish

stay underwater for minutes

feed in groups

feed on krill and small shrimp

spend around half their time in water

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Design of Instruction: Provide guided and supported practice.

5. Write notes for the detail sentences on the dotted lines.

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Single-Paragraph Outline p. 247

T.S. Why are we fascinated by penguins?

1. no wings – only flippers for swimming.....
2. eat deep sea fish + drink sea water.....
3. can stay underwater for minutes.....
4. ½ on land + ½ time in sea + no time in air.....

C.S. _____

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Single-Paragraph Outline p. 247

T.S. Why are we fascinated by penguins?

1. no wings – only flippers for swimming.....
3. eat deep sea fish + drink sea water.....
4. can stay underwater for minutes.....
2. ½ on land + ½ time in sea + no time in air.....

C.S. _____

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**Design of Instruction:
Provide guided and supported practice.**

6. Generate a complete concluding sentence.

Even though penguins are birds, they have very little in common with other birds.

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Single-Paragraph Outline p. 247

T.S. Why are we fascinated by penguins?

1. no wings – only flippers for swimming.....

3. eat deep sea fish + drink sea water.....

4. can stay underwater for minutes.....

2. ½ on land + ½ time in sea + no time in air.....

C.S. Even though penguins are birds, they have very little in common with other birds.

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Design of Instruction

Success Criteria:

Topic Sentence

_____ My **topic sentence** is clearly stated.

_____ My **topic sentence** is interesting.

Supporting Details

_____ My supporting details support the topic.

_____ My supporting details are in the best sequence.

Concluding Sentence

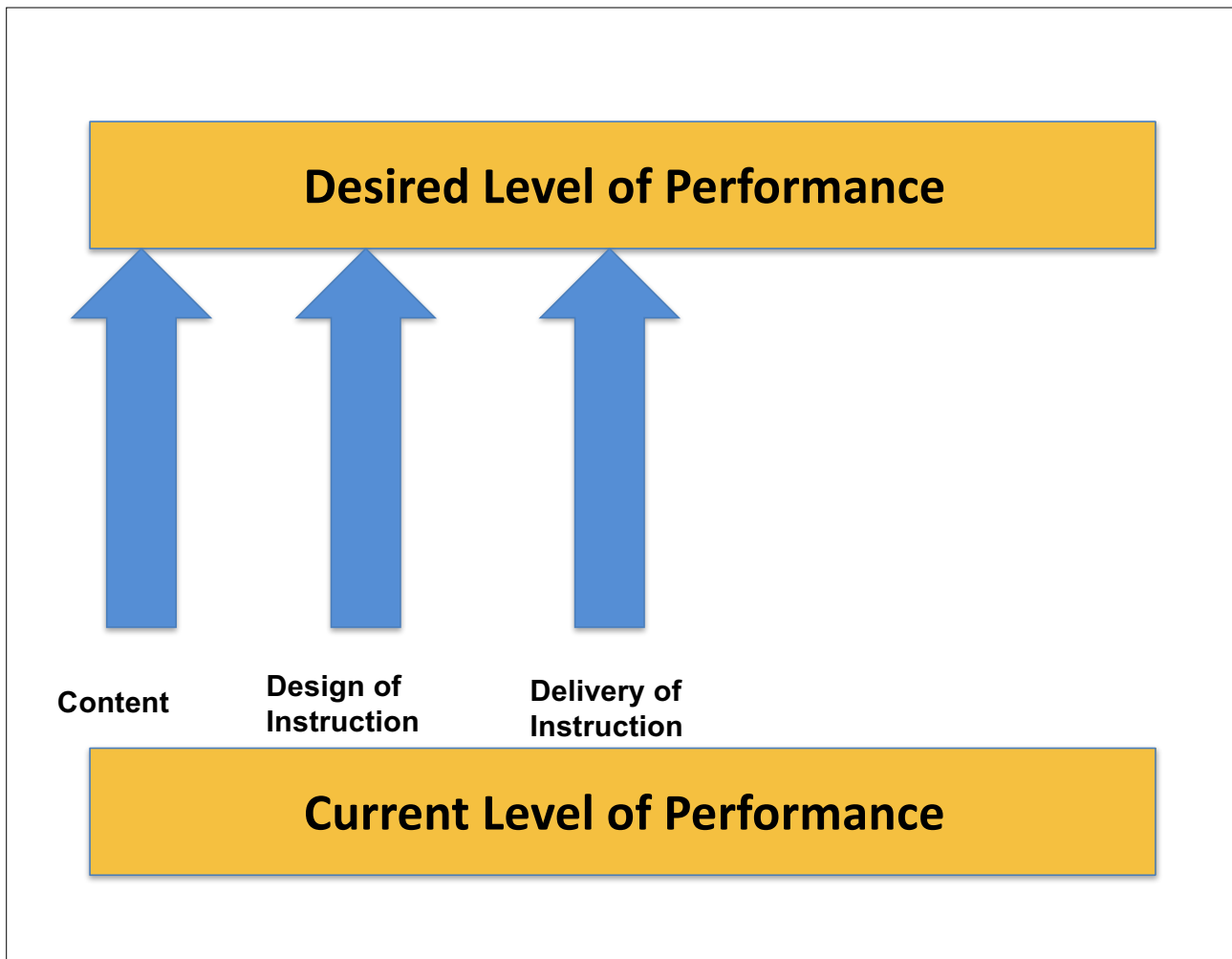
_____ My concluding sentence is clearly stated.

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Design of Instruction:
Help students organize knowledge.

That is EXACTLY what we are doing.

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Delivery of Instruction:
Require frequent responses.

Verbal Response Procedures	Inclusive Passage Reading
Choral	Silent
Partners	Choral
Teams/Huddle Groups	Cloze
Individual	Partner
Discussion	
Written Response Procedures	
Short written responses	
Whiteboards (Tablets, Virtual Whiteboards)	
Action Response Procedures	
Acting out/Simulations	
Gestures	
Facial Expressions	
Hand Signals	
Response Cards/Response Sheets (Clickers, Plickers)	

Delivery of Instruction:
Monitor student performance closely.

Choral Responses	Listen to all Hone in on responses of lower performing students
Partner Responses	Circulate Look at responses Listen to responses
Individual Responses	Listen carefully
Response Slates Response Cards Hand Signals	Look carefully at slates, cards, or hand signals when held up
Written Responses	Circulate Look at responses
Action Responses	Look at responses

Delivery of Instruction:
Provide immediate and affirmative and corrective feedback.

Connect feedback to success criteria.

Topic Sentence

- My **topic sentence** is clearly stated.
- My **topic sentence** is interesting.

Supporting Details

- My supporting details support the topic.
- My supporting details are in the best sequence.

Concluding Sentence

- My concluding sentence is clearly stated.

Delivery of Instruction:

Provide immediate and affirmative and corrective feedback.

Connect feedback to success criteria.

Teacher feedback

Peer feedback

Self feedback

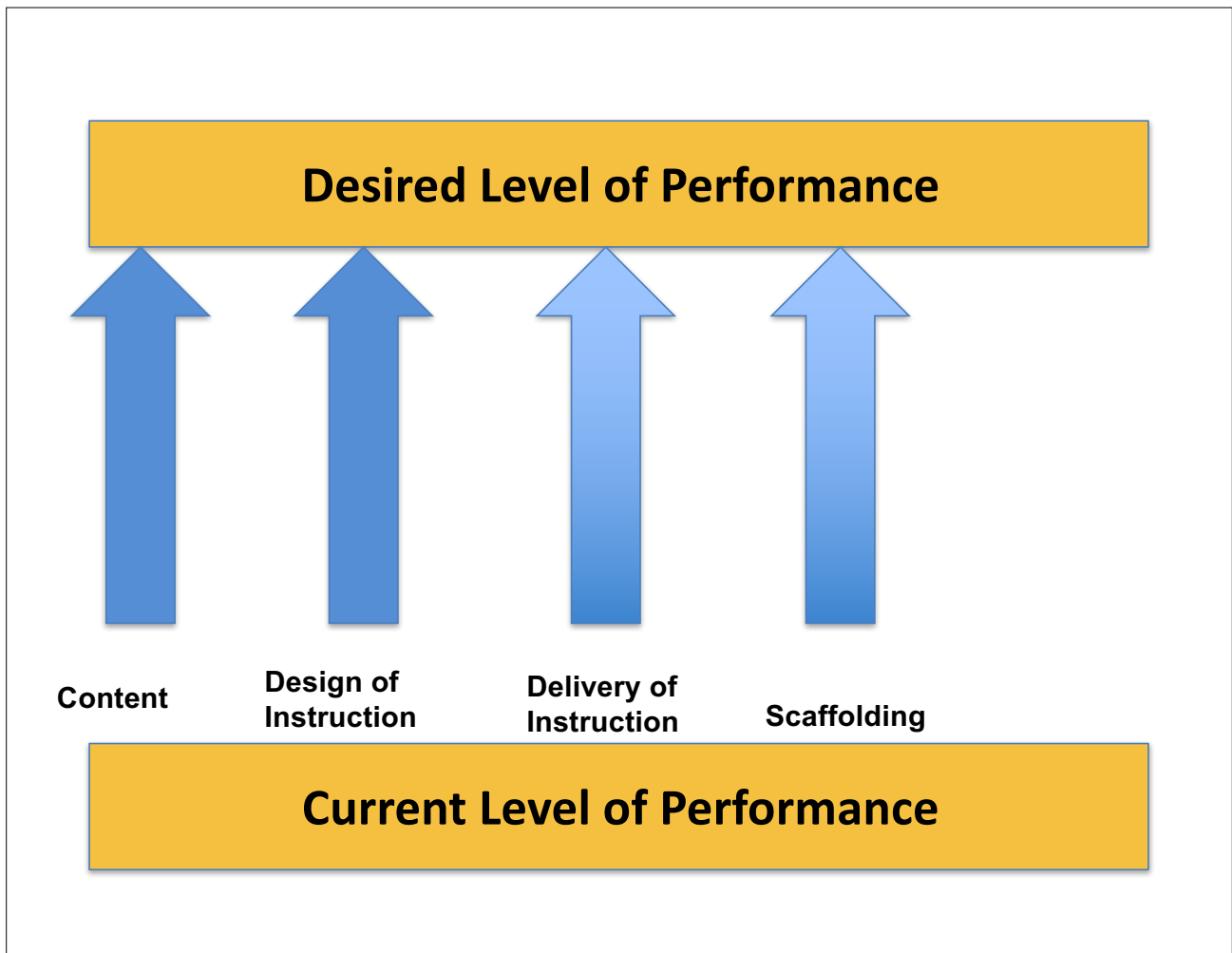
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Delivery of Instruction:

Deliver the lesson at 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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Scaffolding:

Provide support that helps bridge the gap between current abilities and instructional goal.

Scaffolding already provided:

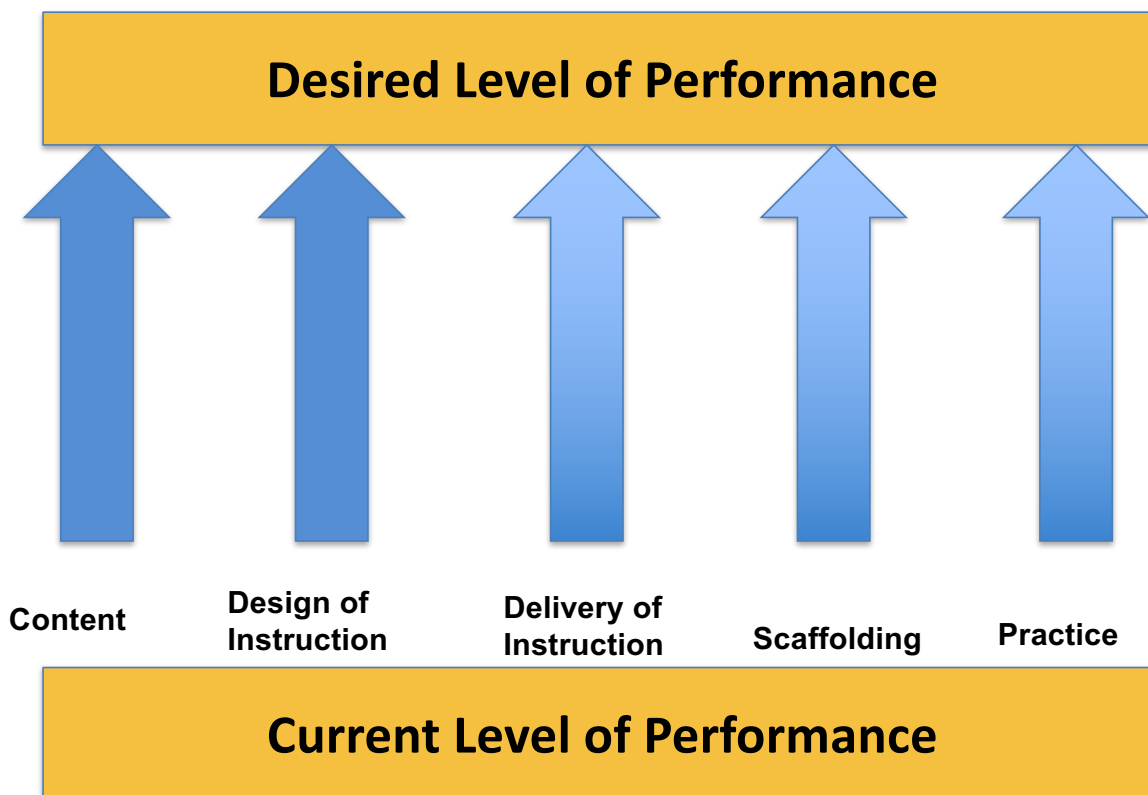
- Breaking down complex skill into chunks.
- Sequencing skills logically.
- Providing demonstration.
- Providing guided practice.
- Providing success criteria checklist.

Scaffolding:

Provide support that helps bridge the gap between current abilities and instructional goal.

Additional scaffolding:

- Brainstorm supportive details with group.
- Provide topic sentence.
- Provide choice of topic sentences.
- Provide concluding sentence.
- Use familiar topics.



**Practice:
Provide distributed and cumulative practice.**

Provide multiple opportunities to practice the skill over time.

Require students to **PLAN** every written composition of one or more paragraphs.

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The principles of Explicit Instruction **WORK**.

How well we teach = How well they learn.

May all children thrive with the gift of excellent instruction.

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