

The Science of Instruction: Bringing Life to The Science of Reading

**Washington Reads
October 2, 2021**

**How well you teach =
How well they learn**

**Every Day In Every Class, Students
Read, and Write and Speak**



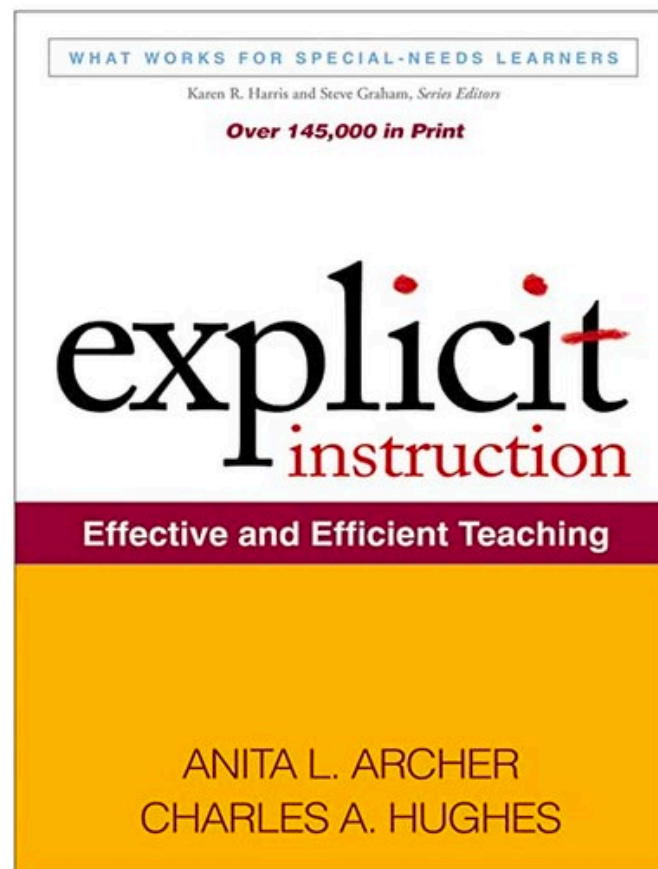
Ellensburg
Waterville
Kennewick
Quincy
Moses Lake
Wenatchee
Yakima
Seattle
Issaquah
La Conner

Anita L. Archer, PHD
Author, Consultant, Teacher
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• Videos that illustrate explicit instruction can be found on this website: www.explicitinstruction.org

• *Phonics for Reading*
Curriculum Associates

- REWARDS *Intermediate*
- REWARDS *Secondary*
- REWARDS *Plus*
- REWARDS *Sentence Refinement*



Active Participation during Webinar

- **Notes – Best Practices**
- **Short Choral Responses – muted**
- **Choral Reading – muted**
- **Cloze Reading - muted**
- **Hold-ups**
- **Exit Ticket -**
- **Questions – to Host in Chat Box**

Making a Difference in Literacy

The Science of Reading

What to teach

The Science of Instruction

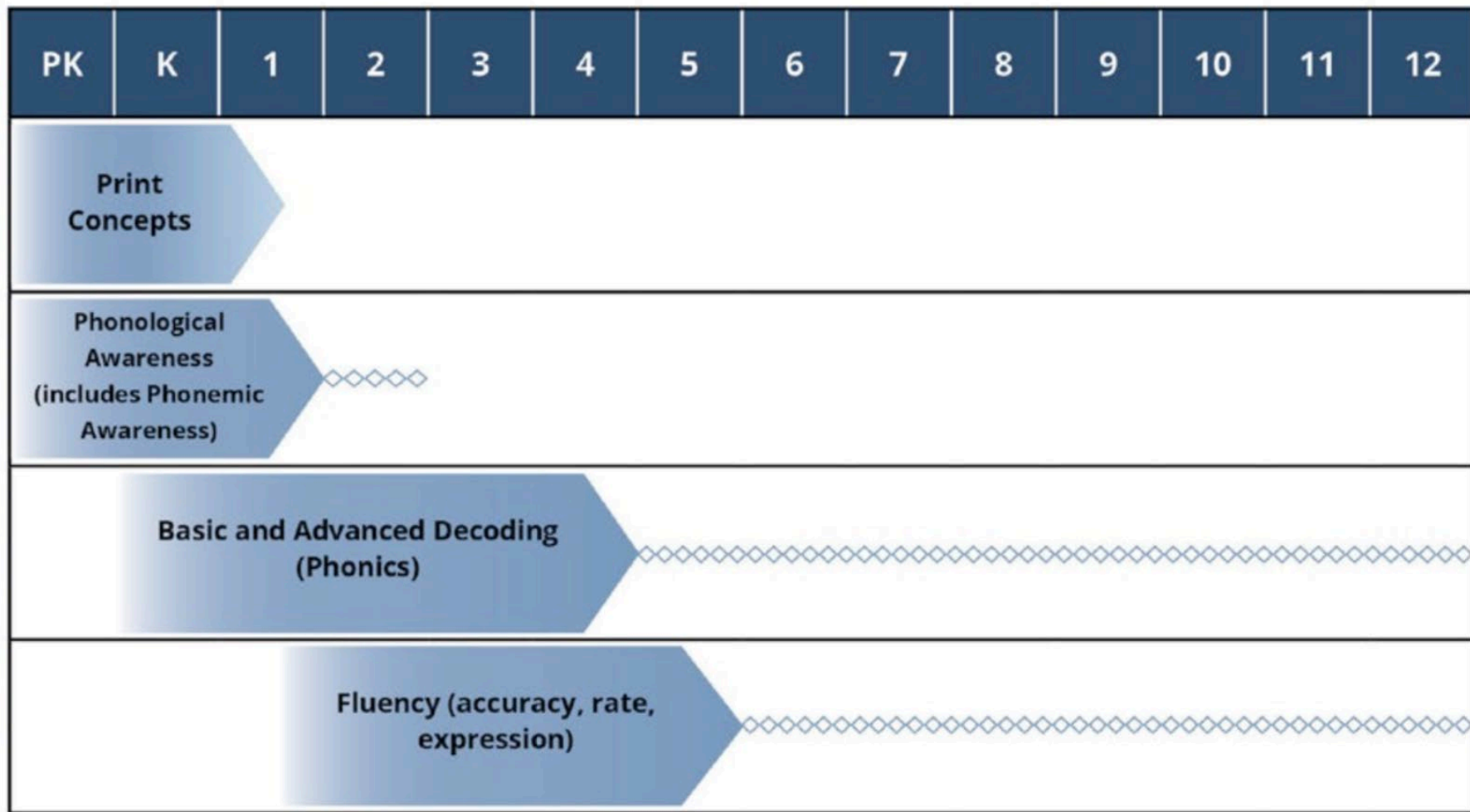
How to teach

NOVICE READER



SKILLED READER

WORD RECOGNITION (DECODING)



LANGUAGE COMPREHENSION

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Oral Language (includes Vocabulary)													
Background Knowledge / Topic Knowledge (necessary for level of understanding and use of inferencing skills)													
Listening → Reading Comprehension (includes Syntax and Sentence-Level Comprehension) Comprehension													

Purpose of Washing Reads Webinar

- Affirm
- Remind
- Expand

Our Universal Goal

Learning

Learning

Learning

Learning

Learning

More Learning

More Learning

More Learning

BIG IDEAS

Good instruction is good instruction

What they think about is what they learn

Success + Value ➡ Motivation

Equity is in the Details

Video – Explicit Instruction Lesson

In classroom observation

Middle School - 7th grade

English Language Arts -Vocabulary

Watch Video

Last Name A-K

Write down **Glow**s.

Last Name L-Z

Tally Opportunities to Respond

When the video ends, add your best **GLOW** in Chat Box.

Overall Observations - Glows

Feedback to Teacher

P's

- Prepared
- Passionate (Credibility)
- Present
- Perky

Use of technology (document camera)

Teacher-Student Relationship - Glows

Feedback to Teacher

- Connected with students
 - Smiles
 - Proximity
 - Eye contact
- Set students up for success
- Positive interactions (4 to 1 ratio)

Clarity - Glows

Feedback to Teacher

- **Directions**
- **Expectations**
- **Explanations**

Design of Instruction – Glows

Feedback to Teacher

Instructional Routine

- Vocabulary words treated with same steps
- Vocabulary words: discard, Indistinct, absurd, curtail
- **Routine**
 - 1. Introduce the word's pronunciation.
 - 2. Introduce the word's meaning.
 - 3. Illustrate the word with examples.
 - 4. Check for understanding.

Delivery of Instruction – Glows

Feedback to Teacher

Opportunities to Respond

Frequent Responses

- **Choral Responses** when answers were short and the same
- **Partners** – already established ... labeled ones and twos
 - T. asked a question
 - T. Provided thinking time
 - T. Called on a student
 - T. Provided a **sentence stem**
 - S. Said answer
 - T. Provided feedback
- **Individuals**
 - Non-Volunteers

Delivery of Instruction - Glows

Feedback to Teacher

Whip Around or Pass used with variety of possible short answers

- **Choral Reading**

- **Hand Signals**

- Which vocabulary term am I thinking about?
- Students indicate answer by holding up fingers.

Delivery of Instruction – Glows

Feedback to Teacher

- **Monitored**

- Circulated and Monitored

- Walk around
 - Look around
 - Talk around

- Monitoring of individuals was equitable

Delivery of Instruction – Glows

Feedback to Teacher

Provided feedback

- **Feedback to individuals when monitoring**
 - Quiet and Private
 - Affirmative feedback
 - Corrective feedback
 - Informative feedback

Elements of Explicit Instruction

- **Delivery of Instruction**

- **Request frequent responses.**
 - Opportunities to respond
- **Monitor student performance closely.**
- **Provide immediate affirmative, informative, and corrective feedback.**

Delivery of Instruction

- Request **frequent responses.**

Opportunities to Respond .79

Require frequent responses.

Clear and Consistent Research Results:

Increases time on task

Increases academic achievement (Learning**)**

Decreases disruptive behaviors

Increases intensity of interventions

Research Review of 15 studies

Mac Suga-Gage & Simonsen, 2015

Opportunities to Respond – How

- 70% of responses unison (all say, write, do)
- 30 % individual responses
(Haydon, et al., 2010; Stevens & Rosenshine, 1981)

Opportunities to Respond – How Many

Guidelines for Response Rates – Current Research

(Mac Suga-Gage and Simonsen, 2015; Simonsen and Myers, 2015)

Effective teachers elicit:

Simple Responses

- Such as: unison choral responses, gesture, response cards
- 3 to 5 opportunities to respond per minute

More Complex Responses

- Such as: partner sharing, written answer, math problem
- At least 1 opportunity to respond per minute

Require frequent responses.

Preview of Procedures

Verbal Response Procedures

Choral
Partners
Teams/Huddle Groups
Individual
Discussion

Written Response Procedures

Short Written Responses
Whiteboards (Tablets, Virtual Whiteboards)

Action Response Procedures

Acting out/Simulations
Touching/Pointing
Gestures
Facial Expressions
Hand Signals
Response Cards/Response Sheets (Clickers, Plickers)

Inclusive Passage Reading

Silent
Choral
Cloze

Partner
Literacy Circles

Use of Technology

Equity is in the DETAILS.

POLISH PRACTICES

Polish Practice

Opportunities to Respond

Unison Choral Responses

- Use when answers are short and the same
- Clear signal
 - Teacher-hand Signal
 - “Everyone”
 - Audible – Clicker
- If a student does not respond:
 - Use a gentle redo

Partner Responses

- Use when answers are long or different
- Structured
 - T. Assigns partners
 - T. Assigns #1 and #2
 - Job given to both partners
- Partners changed every three to six weeks

Discussions

- **Prepared - Question/Prompt**
- **Structured**
 - T. Presents prompt
 - S. Write talking points
 - S. Share talking points with partner
 - S. Participate in discussion

Polish Practice

Opportunities to Respond

Individual Responses

- **LIMIT VOLUNTEERS**
- Randomization Tool
- Alternative Procedure
 - T. Asks a question
 - S. Prepare answer using sentence stem
 - S. Shares with partner
 - T. Calls on student randomly
 - S. Shares answer
 - S. Requests help from partner
 - T. Gives feedback

Polish Practice

Opportunities to Respond

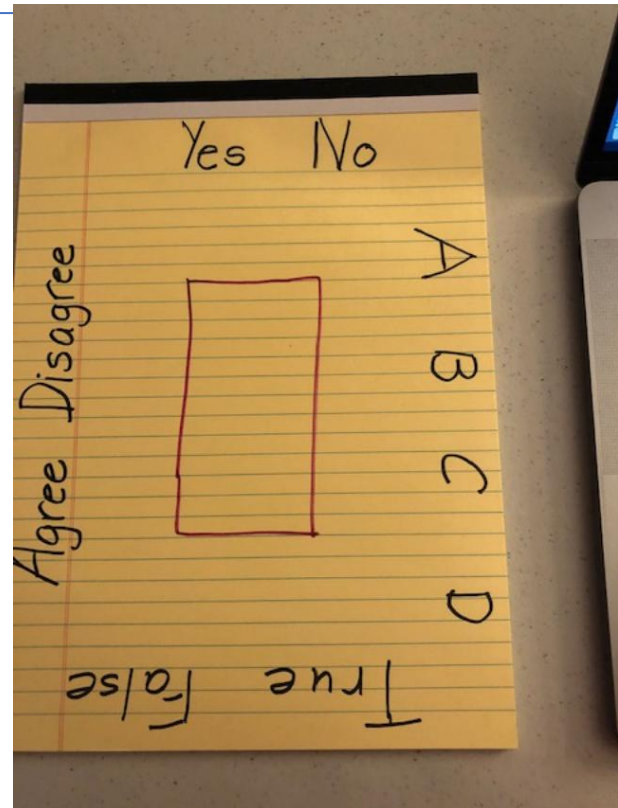
Hold Ups

Hold-up Slates

Hold-up Fingers

Hold-up Response Cards

Hold-up Response Sheets



Polish Practice

Opportunities to Respond

Hold Ups

Hold-up Slates

Hold-up Fingers

Hold-up Response Cards

Hold-up Response Sheets

Example- Response Sheet

- T. Asks a question or gives a directive
- S. Touches answer
- T. "Show me."
- S. Hold-up ...
- T. Gives feedback

Request frequent responses. Motto

Learning is not a spectator sport.

Delivery of Instruction

Monitor student performance closely.

Monitor student performance closely.

Structured Choral Responses	Listen to all Hone in on responses of lower performing students
Structured Partner Responses	Circulate Look at responses Listen to responses
Random 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

Polish Practice

Monitor student performance

Monitor Student Performance

- Carefully monitor responses
- Listen carefully
- Look carefully
- Circulate when necessary
- Attend to struggling students
- Monitor ALL students
- Monitor
 - Academic responses
 - Task understanding
 - On-Task Behavior
 - Behavior
 - Task completion
- ADJUST LESSON based on observations

Monitor student performance closely.

Motto

Walk around. Look around. Talk around.

Delivery of Instruction

Provide immediate affirmative, informative, and corrective feedback.

Polish Practice

Provide feedback

Feedback

Following an “opportunity to respond” :

- Provide feedback
- Clarity Clarity Clarity
- To the entire group
- To individuals as circulating,
Quiet and Private

Polish Practice

Provide feedback

Affirmative Feedback

- Provide affirmative feedback to the entire group
 - Behavior
 - Academics
- Provide affirmative feedback to individuals
- Provide **specific praise** when possible

4 to 1 ration of positive interactions to negative interactions

Polish Practice

Provide feedback

Informative Feedback

- Provide feedback that tells learner how the response can be improved
- Clarity Clarity Clarity
- Base the feedback on what has been taught
- REMEMBER: Instruction is more powerful than feedback

Polish Practice

Opportunities to Respond

Corrective Feedback

Clarity Clarity Clarity

S. Makes an error

T. Says the correct response

S. Repeats the answer

T. Repeats the original question/item

S. Says the correct answer

Provide immediate affirmative, informative, and corrective feedback.

Feedback feeds FORWARD.

The Science of Instruction: Bringing Life to The Science of Reading

Please put your favorite take-away from this webinar in the chat box.

Question and Answer

The Science of Instruction: Bringing Life to The Science of Reading

Question and Answer

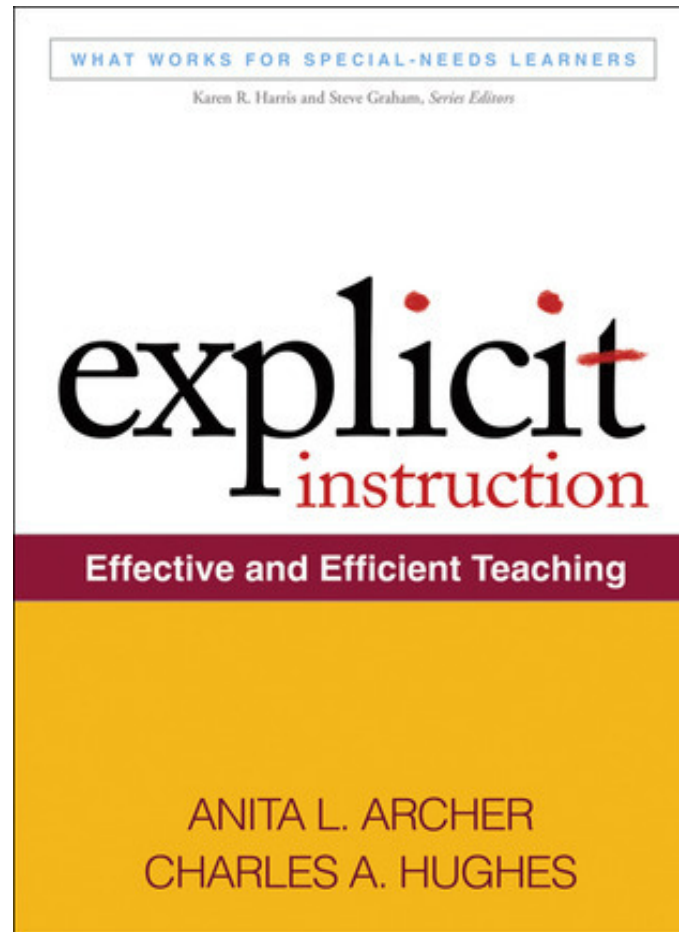
The Magic is in the Instruction

May we be kind to ourselves.

May we be kind to ALL.

Explicit Instruction: Effective and Efficient Teaching

Anita L. Archer and Charles A. Hughes



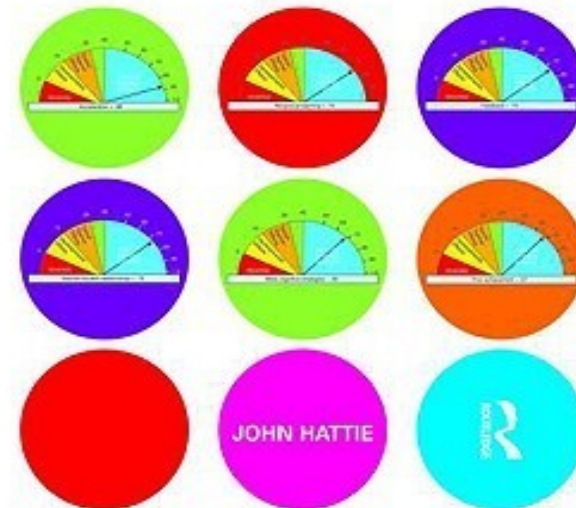
Visible Learning

A Synthesis of Over 800 Meta-Analyses Relating to Achievement

John Hattie

VISIBLE LEARNING A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

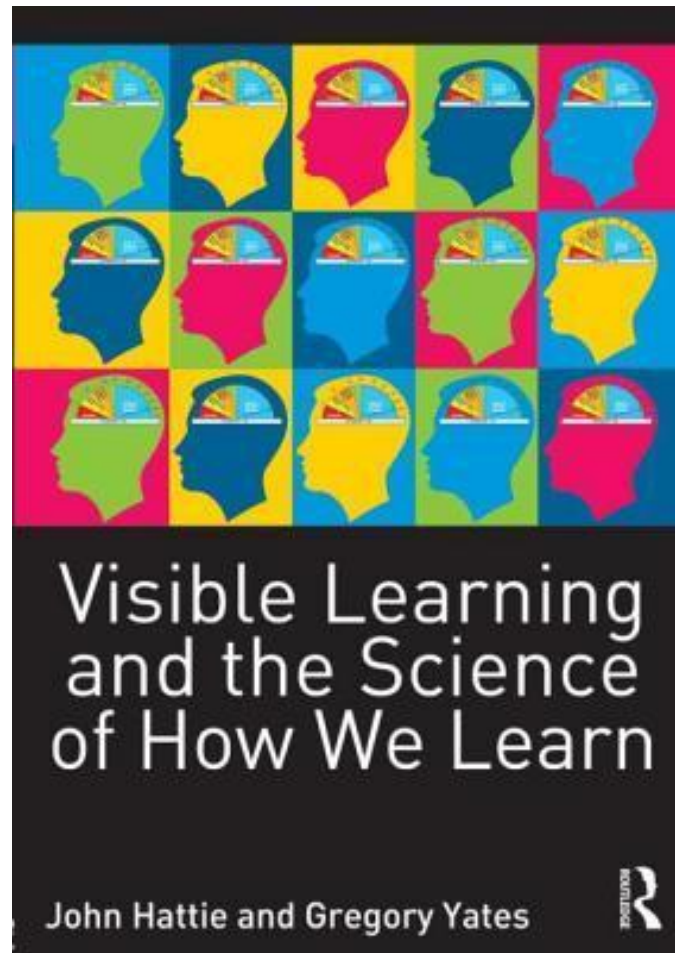
"Reveals teaching's Holy Grail"
The Times Educational Supplement



Visible Learning and the Science of How We Learn

John Hattie

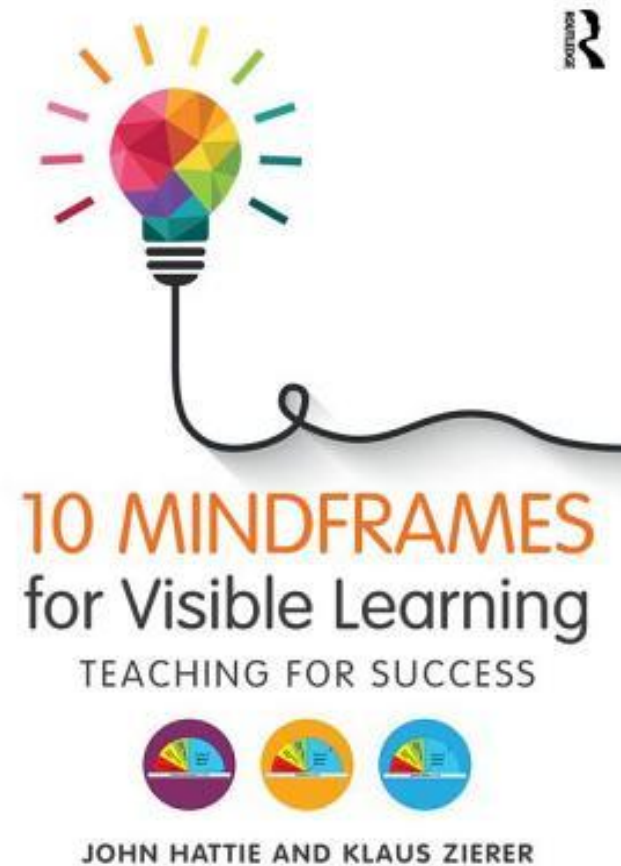
Gregory Yates



10 Mindframes for Visible Learning

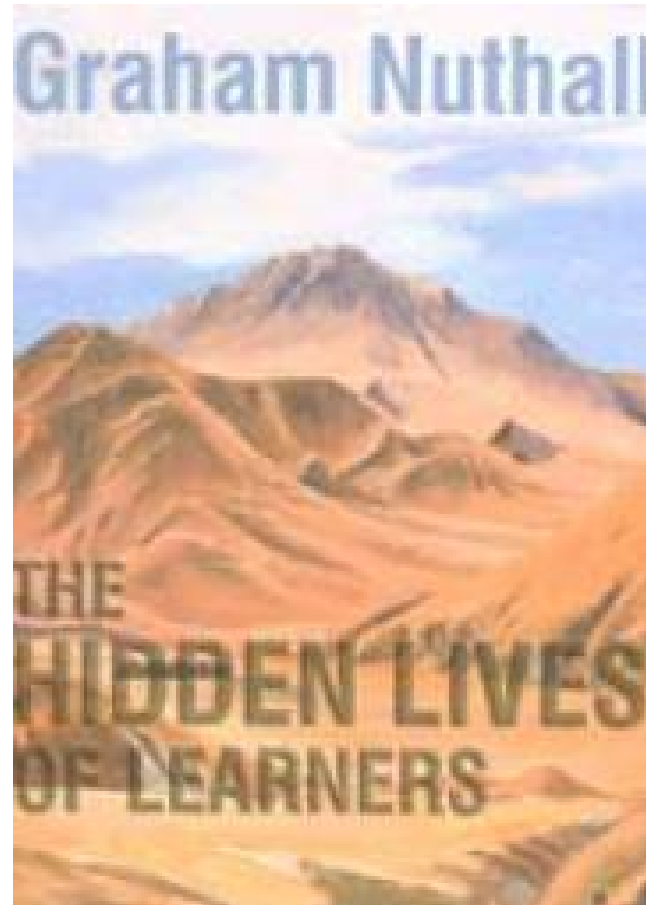
Teaching for Success

John Hattie and Klaus Zierer



The Hidden Lives of Learners

Graham Nuthall

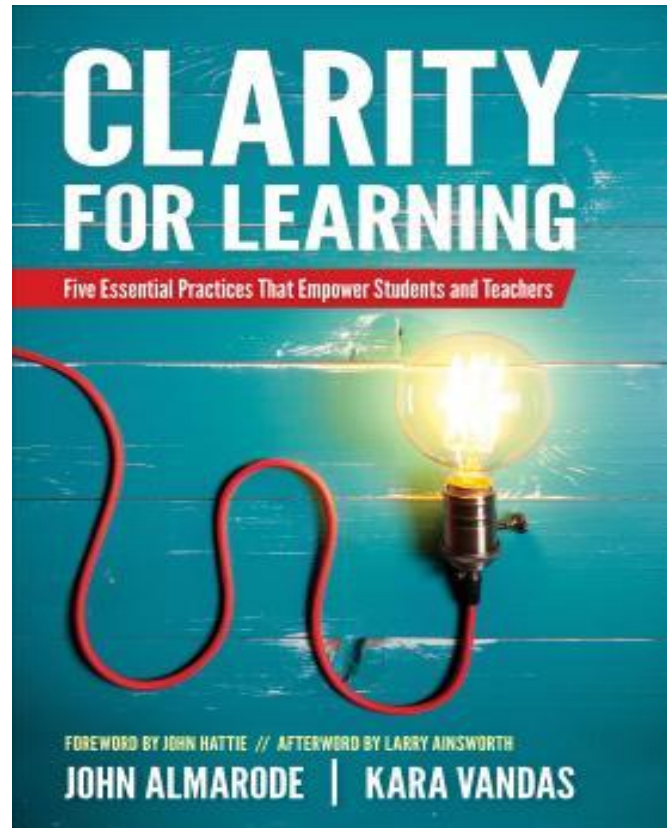


Clarity for Learning

The Essential Practices That Empower Students and Teachers

John Almarode

Kara Vandas



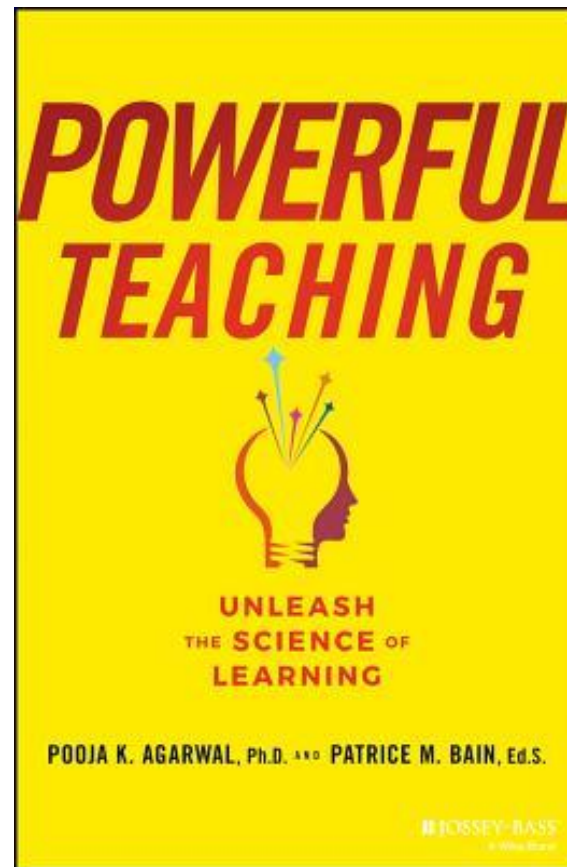
Powerful Teaching

www.retrievalpractice.org

Unleash the Science of Learning

Pooja K. Agarwal

Patrice M. Bain



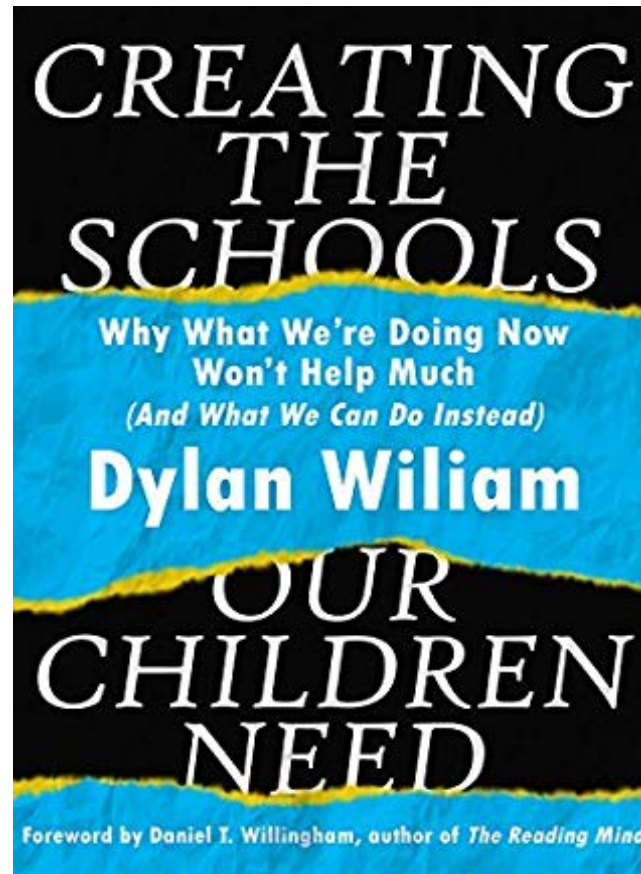
Embedded Formative Assessment

Dylan Wiliam



Creating the Schools Our Children Need

Dylan Wiliam



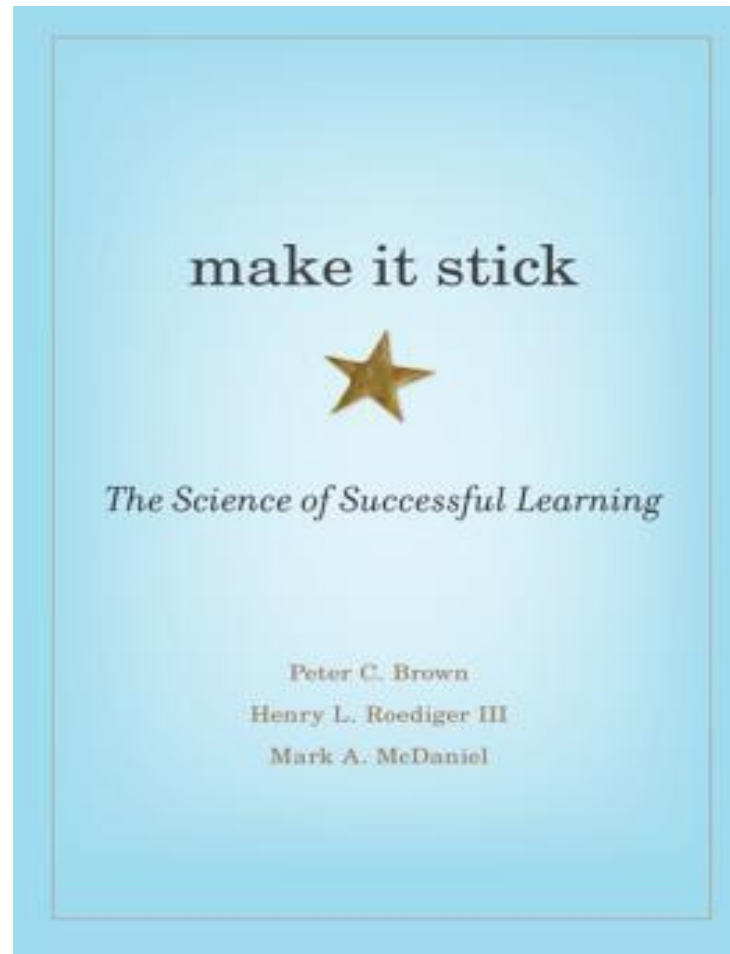
Make it Stick

The Science of Successful Learning

Peter C. Brown

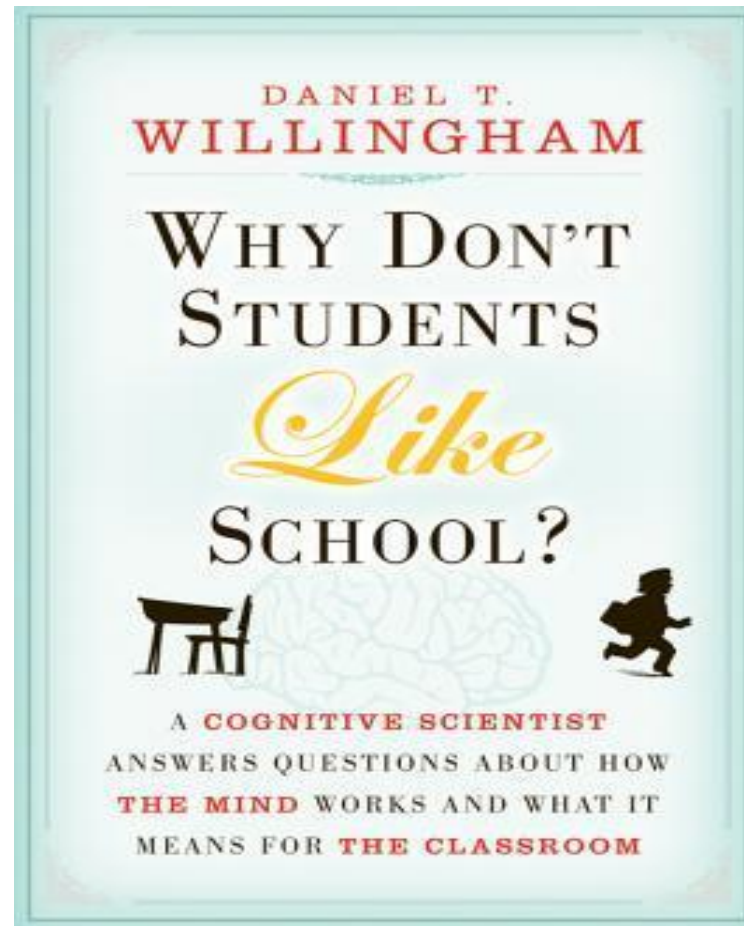
Henry L. Roediger III

Mark A. McDaniel



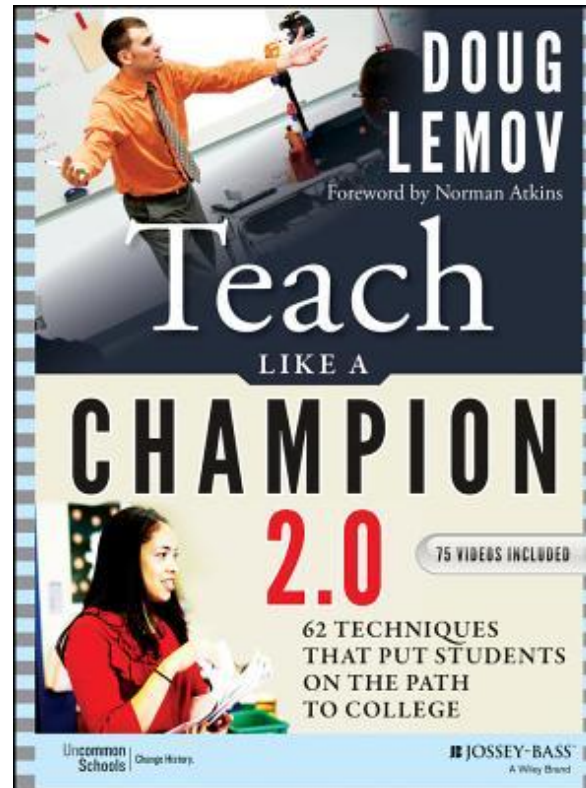
Why Don't Students Like School?

Daniel T. Willingham



Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College

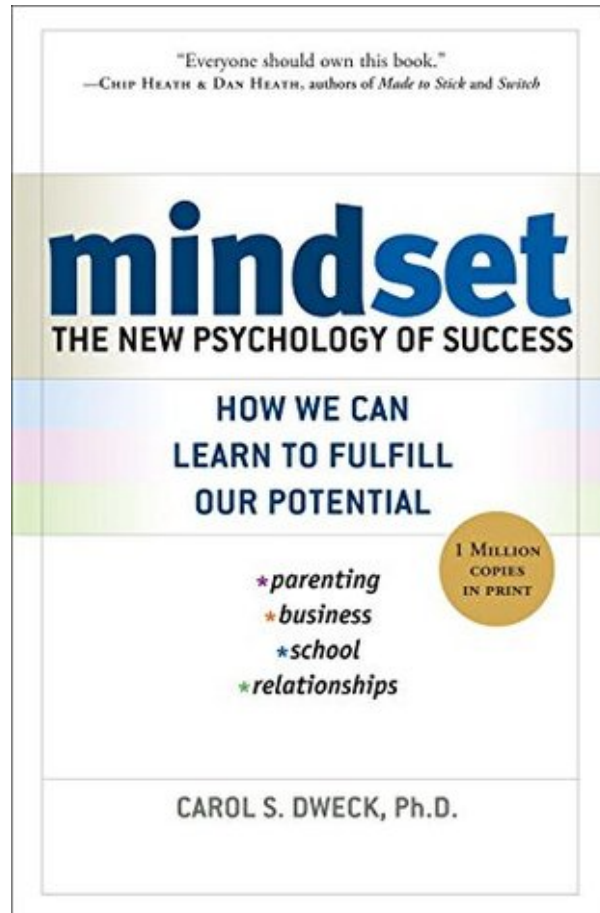
Doug Lemov



Mindset

The New Psychology of Success

Carol S. Dweck



Tackling Attendance Challenges



Additional Summaries of Best Practices and Research

Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Practice Guides. A *practice guide* is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Additional Summaries of Best Practices and Research

Educational Practices Series

<http://www.ibe.unesco.org/en/resources/educational-practices>

- A highly successful series assists practitioners to improve practice through the provision of short publications which present the results of well-established bodies of research in easy-to-read booklets. Titled the **Educational Practices Series**, it is coordinated by Stella Vosniadou and is published and distributed through a cooperative arrangement with the [International Bureau of Education](#) (IBE) in Switzerland. The booklets may be freely reproduced.