

Introduction to Intensive Intervention

Module 5 Workbook

Explicit Instruction

**Modeling and practicing to
help students reach
academic goals**

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Activity Checklist

The purpose of this Activity Workbook is to help organize content for this Module. You will do some Activities on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

Section	Assignment	Complete in Workbook	Complete Online	Complete with Coach
Intro	Video		<input type="checkbox"/> Watch Module 5 Intro Video Presentation	
	Reading	<input type="checkbox"/> Martin (2016) “The cognitive architecture of the human mind” pp. 7-9		
	Activity 5.1	<input type="checkbox"/> Read & Reflect: <i>Solidify your Understanding</i>		
	Activity 5.2	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 5.3	<input type="checkbox"/> Analyze a Video: <i>Apply your Knowledge</i>		
	Activity 5.4	<input type="checkbox"/> Analyze a Video: <i>Apply your Knowledge</i>		
Part 1	Video		<input type="checkbox"/> Watch Module 5 Part 1 Video Presentation	
	Activity 5.5		<input type="checkbox"/> Journal Entry: <i>Module 5 Part 1</i>	
	Activity 5.6	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 5.7	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 5.8	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
	Activity 5.9	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
	Activity 5.10		<input type="checkbox"/> Discussion Board Post: <i>Module 5 Part 1</i>	
	Activity 5.11		<input type="checkbox"/> Quiz: <i>Module 5 Part 1</i>	
Part 2	Video		<input type="checkbox"/> Watch Module 5 Part 2 Video Presentation	
	Activity 5.12	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		

Activity 5.13	<input type="checkbox"/> Read & Reflect: <i>Solidify your Understanding</i>		
Activity 5.14	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
Activity 5.15	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
Activity 5.16	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
Activity 5.17	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
Activity 5.18	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
Activity 5.19	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
Activity 5.20		<input type="checkbox"/> Discussion Board Post: <i>Module 5 Part 2</i>	
Activity 5.21	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
Activity 5.22	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
Activity 5.23	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
Activity 5.24	<input type="checkbox"/> I'll Start It: <i>Apply your Knowledge</i>		
Activity 5.25		<input type="checkbox"/> Journal Entry: <i>Module 5 Part 2</i>	
Activity 5.26		<input type="checkbox"/> Classroom Application: <i>Module 5 Part 2</i>	
Activity 5.27		<input type="checkbox"/> Discussion Board Post: <i>Module 5 Part 2</i> <i>Classroom Application</i>	
Part 3 Video		<input type="checkbox"/> Watch Module 5 Part 3 Video Presentation	
Activity 5.28	<input type="checkbox"/> Analyze a Video: <i>Apply your Knowledge</i>		
Activity 5.29	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
Activity 5.30	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		

	Activity 5.31	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
Closing	Video		<input type="checkbox"/> Watch Module 5 Closing Video Presentation	
	Activity 5.32	<input type="checkbox"/> Partner Work: <i>Solidify your Understanding</i>		
	Classroom Application			<input type="checkbox"/> Complete Module 5 Classroom Application Activity

Completion Timeline

Week 1	Week 2	Week 3
Start Module	Continue Module	Complete Module

Module 5 Guided Notes & Activities

Objectives

By the end of this module, you should be able to:

- Design lessons with clear objectives
 - Select objectives based on student performance relative to goals
 - Write focused objectives that describe the specific learning outcome
- Model effectively
 - Write clear explanations
 - Design planned examples
 - Evaluate the effectiveness of instructional models
- Provide practice that matches student need
 - Decide when students are ready to practice and whether it should be guided or independent
 - Design guided practice activities led by the teacher
 - Design independent practice activities students can do successfully on their own

Introduction What is explicit instruction and why is it important?

Focus on Explicit Instruction – Definition

- A way of teaching where the teacher
 - selects an _____,
 - specifies the _____,
 - designs the _____ instructional experiences,
 - explains directly,
 - _____ the skill being taught, and
 - provides _____ to achieve mastery.

Focus on Explicit Instruction – Rationale for using it

- Research has shown repeatedly that it leads to _____ (Adams & Engelmann, 1996; Hattie, 2009, 2018)
- Specific parts are very effective (Alfieri, 2011; Hatti, 2018):
 - Direct explanations
 - Modeling
 - Structured practice
 - Providing feedback
- It works in both language arts and mathematics classrooms (Cohen, 2018; Haas, 2005)

Explicit Instruction within DBI

In this example, the teacher is implementing a secondary prevention program with _____ . The student shows _____ .

The diagnostic data shows _____ progress. The progress is not great, but it's not zero.

The teacher looks at the taxonomy of adaptations and decides to do something simple and increase the _____. If the student gets more time, maybe it will help the student progress more.

In this instance, it doesn't work. Student's progress remains _____ .

They are not reaching the level they should be able to. So, we go back to the _____ .

_____ . The student work samples show some _____ .

_____ . It's not that the students don't understand the concepts, but

that the students don't understand what they are intended to do. Maybe there is something about the type of _____ you're using? If we think about changing instruction, then that is about _____

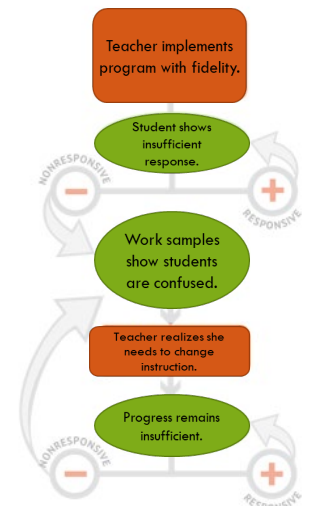
_____ .

The focus of this module is to talk about how to use _____ when we realize that the reason students are responses is that our _____ is not sufficient.

Secondary prevention program does not always have _____ about what it is you're supposed to teach.

When a teacher already has a secondary prevention program, why might it be necessary to think about the principles of explicit instruction?

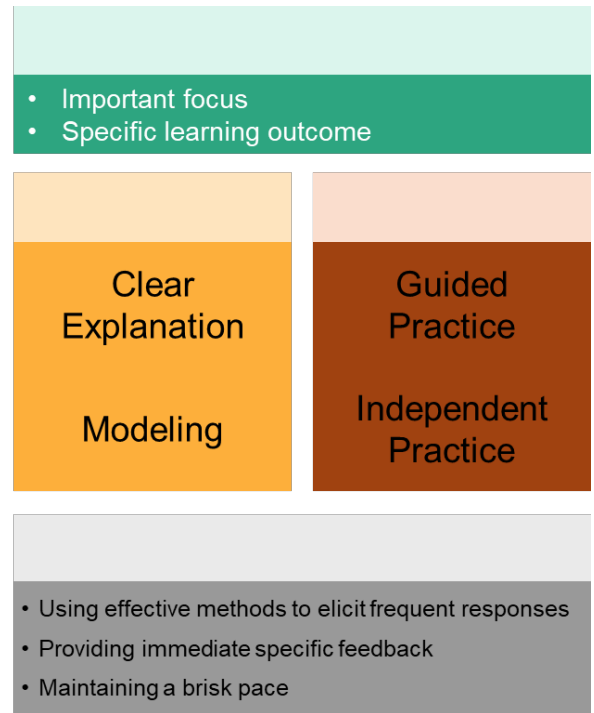
If a teacher does not have a good secondary prevention program, how would explicit instruction be important?



Explicit Instruction Model

Explicit instruction is a way of teaching where the teacher

- selects an _____,
- specifies _____,
- designs _____ instructional experiences,
- explains _____,
- _____ the skill being taught, and
- provides _____.



Activity 5.1 – Read & Reflect

Solidify your Understanding
Workbook

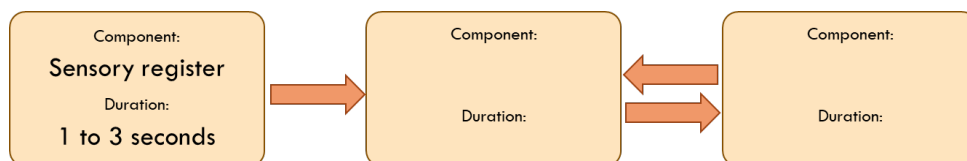
Why do we use explicit instruction?

Article Reading

- Martin, A.J. (2016). [Using Load Reduction Instruction \(LRI\) to boost motivation and engagement](#). Leicester, UK: British Psychological Society.
 - Read the section titled “The cognitive architecture of the human mind: Working and long-term memory” on pp. 7-9
- Use the notetaking guide in the workbook to support your reading

Cognitive Parameters [meaning, parts of cognitive system involved in learning]

- The primary mechanisms for learning: _____
- Learning occurs when _____



[Duration means the length of time something can be remembered]

- A major function of working memory is to _____.

- From a cognitive load perspective, successful learning relies on building _____ and efficiently managing _____.
- The three goals for designing learning, suggested by cognitive load theorists, are to:
 1. _____,
 2. _____, and
 3. _____

Reflect

- Students who need intensive intervention often have working memory difficulty. From Martin’s point of view, how should we design instruction to maximize learning for these students?
- Some educators focus on discovery learning, where groups of students are given complex real-world problems and work together to solve them with little guidance (Mayer, 2004)
 - Why might this present a challenge for students who need intensive intervention?
 - If a friend of yours was such an educator, what would you tell them about the needs of students who need intensive intervention?



Activity 5.2 – Stop & Jot
Solidify your Understanding
 Workbook

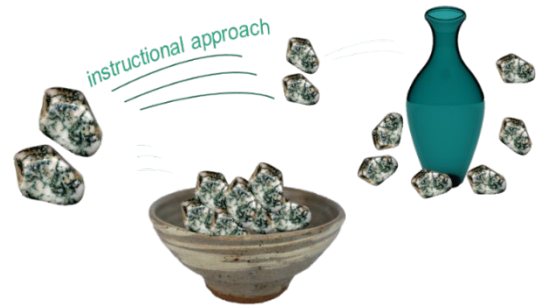
The glass bowl (vase) represents a student who needs



The earthenware bowl represents a student with

The stone represents

Why does the same instructional approach produce such different academic outcomes for each type of student?



How is explicit instruction different from other ways of providing instruction? Why does it work so well for students who need intensive intervention?



Activity 5.3 – Analyze a Video Example

Apply your Knowledge
Workbook

Objective: to cut onions that can be used for cooking

Devin tries to cut onions on his own.

Part 1: How does it go when Devin tries to cut an onion on his own? It's obviously a silly example (sorry!), but, in truth, he did not know the strategy Sarah teaches later (he has had onion experience though!). So—why was he struggling in this example?

Part 2: What roles do Devin (the student) and Sarah (the teacher) play in the video? Fill in this chart.

Phase	Devin's Role	Sarah's Role
Modeling		
Guided Practice		
Independent Practice		



Activity 5.4 – Analyze a Video Example

Apply your Knowledge Workbook

Objective: for students to use a response format she has not taught them before

How does Dr. Archer use explicit instruction? Fill in this chart. (We've fill in the first two for you.)

Phase	What Dr. Archer does	What students do
Modeling (Explanation)	I'll ask a question, I will put up my hands, this says think do not blurt, and when I lower my hands right there you'll say the answer.	They listen as she gives the explanation.
Practice (Independent)	What day of the week is it, everyone? It's ...	They say it's November.
Practice (Independent)	So what day of the week is it? Think.	
Modeling (Explanation)	Now let's practice that again, this is think, you don't say it until I lower my hands right there, okay?	
Practice (Guided)	So what day of the week is it everybody? It's...?	
Practice (Independent)	Of course, tomorrow it will be?	
Practice (Independent)	After Saturday?	

Part 1 How do you create objective with appropriate learning outcomes?

Objectives

- Why objectives are relevant within DBI
- How to select objectives based on student performance relative to goals
- How to create focused objectives that describe the specific learning outcome that shows mastery

Importance of Objectives in DBI

- In DBI...
 - student needs an _____
 - teacher decides to increase use of _____

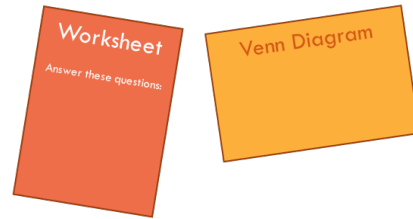
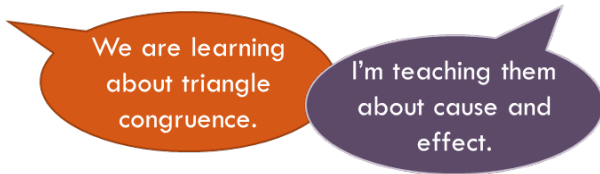
- increasing explicitness requires _____
- teachers implement _____, so why discuss _____?
- If you have a secondary prevention program, it
 - may not _____ in a way that maximizes learning
 - may try to cover _____ objectives at once
 - design _____ that do not match stated objectives
- If you do not have a program, you will need to
 - _____ for lessons
 - specify _____

These Modules Are About Instruction! Why Focus on Objectives?

- The objective focuses instruction on exactly what we want students to learn
- Without an objective, lessons end up being about

A _____

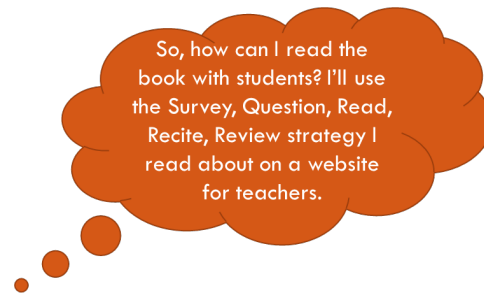
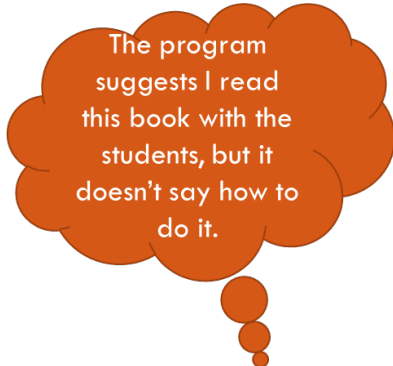
An _____



This can be true even when using a
 _____.
 Authors do not always write
 _____.

Here's an Example of What Happens

The teacher works with a small group of fifth graders who need intensive intervention in reading comprehension and is planning a lesson for the coming week.



The teacher writes in the lesson plan book:

- Shared Reading: Sunken Treasure ... SQRRR together

This is not an _____

- This is an activity
- The teacher did not even think through
 - What does “_____” mean?
 - Are you going to do this for all 20 pages?
- The _____ is not specified
 - Are they going to fill in the whole graphic organizer?
 - Will you have a copy for the projector or draw it on the board?
 - Will students be prepared to do this without _____?

Mr. Kearns made a mess of things. (You can write a sad face here if you want.)

Organizational Planning vs. Cognitive Planning

Organizational Planning

- The _____
- The _____

Cognitive Planning

- We do not clearly see the learning outcome
- We do not select activities and materials focused on meeting the objective as shown by the learning outcome

So, what happened to Mr. Kearns?

- He ended up having students completing the organizer together.
- The lesson was not focused because he was searching for the objective *during* the lesson.
- He did not get there, so students built no new skills. They just copied down some words.



Activity 5.5 – Journal Entry

Module 5 Part 1
Online

- Describe a time in your teaching experience that you have focused on organizational planning rather than cognitive planning.

- How “susceptible” are you to focusing on organizational planning?
- What are the conditions that make you focus on cognitive planning?

Checklist

Choose objectives based on student performance relative to goals.

- Select a goal from IEP or standards
- Choose an objective that is the next step toward the goal

Write focused objectives that describe the specific learning outcome.

- Limit the objective to one singular next step toward the goal
- Describe a learning outcome in behavioral terms that assesses mastery of the objective

The checklists are important!

They help you make your self-evaluation less judgmental

- The lesson is not “good” or “bad”
- The lesson “follows the checklist” or not

Student Case Studies



Ariana

Student in Grade 3.
Focus on beginning reading.
Current level is Grade 1.
Has an IEP for reading.



Noah

Student in Grade 5.
Focus on reading comprehension.
Current level is Grade 1.
Has an IEP for reading.





Martin

Student in Grade 3.
Focus on mathematics.
Current level is Grade 2.
Needs intensive intervention.

Checklist: Select a goal from IEP or standards

Select a Goal from IEP or Standards

- The goal
 - A _____ - _____
 - An _____ but reasonable expectation
 - A base for specific lesson’s objective
- Role of the IEP in selecting a goal
 - The IEP contains goals already
 - They should meet the above criteria
- Role of standards in selecting a goal
 - Grade-level standards represent the _____ - _____ for all
 - Goals may be based on
 - _____ - _____ standards
 - _____ that build toward the grade-level standard

	<p>The goal A long-term outcome An ambitious but reasonable expectation A base for a specific lesson's objective</p>	
---	--	---



Focus on _____

Focus on _____

Goals:

- Read one-syllable words with complex sound-spellings including vowel terms and vowel-consonant-E pattern using appropriate decoding strategies
- Read level-appropriate texts with intonation and fluency

Grade 3:

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths

Grade 2:

- Partition a rectangle into rows and columns of same-size squares and count the find the total number of them

Ariana's Goal:

Martin's Goal:



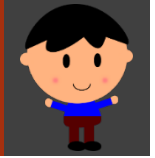
Activity 5.6 – Stop & Jot
Solidify Your Understanding
 Workbook

Noah's IEP Goals:

- Answer who, what, where and when questions about text
- Determine the main idea of paragraphs and sections of text

The goal

A long-term outcome
An ambitious but reasonable expectation
A base for a specific lesson's objective



Standards

- Grade 5 (grade-level)
 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Grade 3 (instructional-level)
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

What goal should anchor the lesson?

Checklist: Choose an objective that is the next step toward the goal

Choose an Objective That is the Next Step Toward the Goal

- Beginning with _____ relative to _____
 - determine a student's current level of performance
 - use _____
 - consider previous instruction (especially if you just finished it!)
- Selecting an objective that moves toward the goal
 - Not too easy
 - Not too difficult

Mini Stop & Jot: Think back to the reading. Why is it important not to be too difficult?

	<p>From goal to objective Evaluate current performance relative to the goal Select an objective that is the next step</p>	
--	--	--



Ariana



Martin

Goal:

- Read one-syllable words with complex sound-spellings including vowel teams and vowel-consonant-E pattern using appropriate decoding strategies

Current Skill:

- Mastery of short-vowel spellings, single-letter consonants, some consonant digraphs

Next Step:

- More consonant digraphs
- Vowel digraphs

Goal:

- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them

Current Skill:

- Mastery of shape names and characteristics, repeated addition, and dividing into halves

Next Step:

- NOT partitioning rectangles
- Partitioning squares? Partitioning with geoboard? Using tiles to partition?



Activity 5.7 – Stop & Jot

Solidify Your Understanding Workbook

The goal

A long-term outcome
 An ambitious but reasonable expectation
 A base for a specific lesson's objective



Noah's Goal:

- Answer who, what, where, and when questions about text

Current Skill:

- Practice retelling
- Mastery of answering who, what, where and when questions about himself

Next Step?:

- Should he answer these four types of questions next? YES or NO
- What's your rationale?
- What might be another next step?

Checklist:

- Choose an objective that is the next step toward the goal
- Describe a learning outcome in behavioral terms that assess mastery of the objective

Writing Focused Objectives

- The objective must be _____
 - it addresses just one skill
 - it might be possible to teacher a lesson in _____ minutes

- The objective must include a clear learning outcome with
 - a description of the _____ the student will acquire
 - the specific way the objective will be assessed
 - a clear _____ of what mastery looks like

Is the Objective Singular and Describe the Learning Outcome?



Curriculum Example

Today we're going to learn a secret letter team. A secret letter team is two letters working together as a team, but they are not next to each other. Here's our secret letter team (point to I_E box on sound page). In this secret letter team, the letters I (point to I) and E (point to E) work together. They say /ī/. What does the letter team say?

Student: /ī/.

Yes, /ī/. But, there is also this blank space (point to blank). In a word, a letter goes here. I and E work as a team to say /ī/, but it's a secret letter team because they are separated! This secret letter team is I-BLANK-E. What is it?

Student: I-BLANK-E.

Is it singular?

Yes—Students are just learning how to pronounce this grapheme.

Does it describe the learning outcome?

Not in this section...Later...

Later: Let's look at some words (point to bike). This word has I-BLANK-E. The I (circle I) and E (circle E) work together to make the sound /ī/. Now, let's sound out some words



Curriculum Example

Warm-up.

Tell the children they will learn a song about a bug that is very, very small.

Invite them to suggest other words that mean “very small” (Possible answers: tiny, itsy-bitsy, teeny-weeny, little).

Explain that the bug they will sing about is so small that it is called “The Eency Weency Spider.”

Teach them the song and accompanying hand motions.

Is it *singular*?

No—How many objectives are there?

Does it describe the learning outcome?

- (1) No—Students just suggest words. There is no expectation they will remember.
- (2) Maybe—the teacher could evaluate whether they know the song.



Curriculum Example

Focusing on the Concept

Display the Big Book poster. Explain that today the class will compare the size of different things. Invite the children to tell what is happening in the picture. Identify the setting as a country fair. Call attention to the horse and the dog beside it.

Say: The horse is big in size. Another word for big is large. The dog is little in size. Another word for little is small. Can you find and point to other things in this picture that are big? Can you find and point to other things in the picture that are little?

Is it *singular*?

No—How many objectives are there?

Does it describe the learning outcome?

- (1) Maybe—there is no formal assessment. It is possible to listen to check accuracy of processing.
- (2) Maybe—same rationale as (1).



Activity 5.8 – Pause & Process

Solidify your Understanding Workbook



Is it singular?

Curriculum Example

We are going to use a story map to retell the important events of a story in the correct order. This will help us better understand what we read. ...

I will think about what happened in the beginning, middle, and end of the story. I will use this story map to retell the important story events in the correct order. Model this think aloud by pointing to and reading the details on the story map.

First, I'm going to think about the beginning of the story. Draw a box around the beginning to include character, setting, and problem. We learn about the main character, where and when the story takes place, and the main character's problem or goal. In this story, the main character is a boy. The setting is one morning in a barn. The problem is that the boy wants to find the kitten.

Does it describe the learning outcome?

Write Objectives

Limit the objective to one singular next step toward the goal

Describe a learning outcome in behavioral terms that assesses mastery of the objective



Ariana

For teaching vowel teams, the teacher

- consults a _____ of phonics skills
- finds that _____ is a common vowel digraph
- writes the objective to focus on that skills

The objective is that the

- student will read _____ containing up to _____ sounds and the _____ from a list of words written on a _____

Mini Stop & Jot: What if the objective were: student will understand monosyllabic words containing up to 4 sounds in the *EE* digraph by spelling words with this pattern.

Is this appropriate?

This is singular because....



Martin

For the area lesson, the teacher

- knows it is helpful for students to use _____ to represent a rectangle
- notes that this fits right into the Grade 3 curriculum

So, we can write the objective as

- student will cover a rectangle with tiles, count them, and write the number of tiles when given a worksheet containing examples.



Activity 5.9 – Pause & Process

Solidify your Understanding
Workbook

How does each of Ms. Whaley’s objectives stack up against the criteria for writing focused objectives?

Identify why each did or did not meet the checklist criteria.

	Students will learn about the roles of the three branches of state government	Students will be able to state the roles of the branches of the state government by recording the definitions and using each word in a sentence.	Students will learn the roles of the branches of government and how they differ by state	Student will identify the different roles of the three branches of state government by selecting correct examples of their functions from a list
Singular?				
Learning outcome described?				



Activity 5.10 – Discussion Board Post

Module 5 Part 1

Online

- Write a short case study for a student including:
 - a brief background for the student
 - the goal
 - the source (IEP or standards)
 - the next step
- Post it
- Read others' goals and next steps.
- Write
 - a possible objective for someone else's goal
 - how well the objectives for your case study match the checklist

General Discussion Board Guidelines

Use the discussion board to

- share information that you have and others do not
- get clarification
- extend the conversation beyond the specific module content

Respond to others by

- asking for more information
- providing specific feedback why you agree or disagree with opinions
- correcting unintended errors

Write

- short but content-filled responses
- clearly (after typing, briefly edit)
- in a style that allows generosity of spirit (assuming the best of others)

Checklist

Choose objectives based on student performance relative to goals.

- Select a goal from IEP or standards
- Choose an objective that is the next step toward the goal

Write focused objectives that describe the specific learning outcome.

- Limit the objective to one singular next step toward the goal
- Describe a learning outcome in behavioral terms that assesses mastery of the objective

The checklists are important!

They help you make your self-evaluation less judgmental

- The lesson is not “good” or “bad”
- The lesson “follows the checklist” or not



Activity 5.11 – Quiz

Module 5 Part 1 Quiz

Online

True or False?

1. This is good objective for a student who understands symmetry and bilateral symmetry:
 - Objective: Student will learn and identify the ideas of symmetry, bilateral symmetry, and radial symmetry by creating artwork that uses these ideas.
2. Context: This is a good objective for a student who has learned about the parts of a main idea statement:
 - Objective: Student will identify the main idea of texts.

3. Every lesson should have an assessment.
4. Teachers should teach one lesson every day.
5. Students who need intensive intervention but not IEPs should have objectives based strictly on grade-level.

Context: Student learns about author’s point of view for the first time

6. Which of these is the better objective in this context?
 - (A) Student will underline opinionated statements in a short article.
 - (B) Student will determine an author’s point of view by underlining opinionated statements within a given text
7. Which part(s) of the checklist does each of these objectives (for the same context above) violate?
 - (A) Student will compare the authors’ points of view in texts students already read.
 - (B) Student will identify opinionated statements.
 - (C) Student will write a short essay describing the author’s point of view and giving their opinion about the author

Part 2 What are the characteristics of highly effective models?

Objectives

- the characteristics of a clear explanation
- how to design planned examples
- to evaluable the effectiveness of instructional models

Modeling as an Adaptation

Even in the context of a secondary prevention program, you still need to think about modeling. Not all secondary prevention programs

- explicitly suggest _____. You’ll need to build it in.
- they may not provide a _____ of the content. You’ll need to design one.
- they may not include enough _____. You’ll need to create some more.



Activity 5.12 – Stop & Jot

Solidify your Understanding Workbook

What does “glap” mean?

If my objective was that you could define “glap”, did you master the objective?

As a learner, what was your cognitive and affective (emotional) experience?

What's the Appeal of the Sorting Method? How Could Modeling Have Helped?

- The sorting method is an inductive learning method

The appeal of this kind of inductive learning...

- The puzzle requires _____ (higher-order) _____
- Students might build very strong _____ of vocabulary because they link the definition to their _____

The value of modeling...

- An explicit model reduces the _____ and increases _____ for meeting my objective
- _____ can be developed with modeling



Activity 5.13 – Read & Reflect

Solidify your Understanding Workbook

Return to the reading you completed earlier: Martin, A.J. (2016). [Using Load Reduction Instruction to boost motivation and engagement](#). Leicester, United Kingdom: British Psychological Society.

- Read pp. 12-14
How do Martin's instructional elements map onto the explicit instruction framework we have described? Use the notes and table below to help you answer this question.

Modeling	Practice
Clear Explanation	Guided Practice
Planned Examples	Independent Practice
Supporting Practices	
<ul style="list-style-type: none"> Using effective methods to elicit frequent responses Providing immediate specific feedback Maintaining a brisk pace 	

Elements of Load Reduction Instruction

- Reducing _____ of a task during _____
- Instructional _____ and _____ through the task
- Ample _____
- Appropriate provision of _____
- _____ and guided autonomy

Element of LRI	Key aspects of this element as described by Martin	Link to explicit instruction model
1		
2		
3		
4		
5		

What is the Value of Modeling?

Based on our activities so far:

- it reduces _____ for new concepts
- it can make it easier for students to _____ efficiently

In addition

- it is part of _____ that show that
 - learning from _____ promotes skill development (e.g. Bruner)
 - _____ supports success (e.g. Bandura)
- it established a _____ that promotes generalization
- it prompts _____ by
 - reducing the _____
 - assuring constant success during learning

Checklist

The methods for modeling should:

- Give clear explanations
 - Match the explanation to the learning outcome
 - Design the explanation so that it is correct, clear and concise
 - Use the explanation consistently
- Model multiple planned examples
 - Show all the steps or provide unique examples
 - Verbalize your thinking
 - Have students observe
- Use supporting practices

Checklist: Give clear explanations: Match the explanation to the learning outcome

The Explanation Depends on the Type of Knowledge Students are Acquiring

There are two broad categories of knowledge:

- _____ knowledge
(for multi-step processes)
 - _____ skills: subtracting with regrouping, identifying the main idea
 - _____: how to write the heading on paper
 - _____: could be any skill or procedure

- _____ knowledge
(kernels of knowledge)
 - _____: name of state capitals, roles of parts of a plant
 - _____: meanings for vocabulary

Note that many skills have aspects of both. This is a “coarse” heuristic (a non-theoretical but conceptually useful model) because it breaks objectives into these categories.

Models for Different Types of Knowledge

	Procedural Knowledge	Declarative Knowledge
Are there multiple steps?		
How long does the model take?		
Explanation		
How is it designed?		
How is it shown?		
Planned Examples		
How are they used?		
How are they shown?		
How are multiple models used?		



Activity 5.14 – Stop & Jot Solidify your Understanding Workbook

Decide if each objective is Declarative or Procedural Knowledge. Fill in the chart below.

Objective	Type of knowledge
Student will respond when teacher puts out her hands for a response	
Student will pronounce aw as /aw/ Student will read words using aw = /aw/	
Student will write the subject and two important words in each sentence of a paragraph	
Student will use the word immigrant correctly in reference to the text on Ellis Island	
Student will identify causes and effects in instructional-level texts	
Student will execute an experiment to test Newton's first law.	
Student will identify the properties of equilateral, isosceles, and scalene triangles.	

Match the Explanation to the Learning Outcome

Match	Explanation	Learning Outcome
<ul style="list-style-type: none"> Means the _____, helps meet the _____ 	<ul style="list-style-type: none"> Describes the _____ required to reach the _____ It's _____ and _____ 	<ul style="list-style-type: none"> Refers to _____ (actions) Show mastery of the _____ <ul style="list-style-type: none"> skill development knowledge acquisition



Students will respond chorally after teacher signal.

I'll ask a question, I will put up my hands. This says think do not blurt, and when I lower my hands right there you'll say the answer.

How does Dr. Archer match them?

1. _____ = _____

2. _____ = _____

Her explanation is directly linked to the learning outcome.

Checklist: Give clear explanations: **Design the explanation so that it is correct, clear and concise**

Clear Explanation Checklist

The explanation is designed so it is:

- correct
 - accurate
 - complete
- clear
 - is immediately comprehensible
 - has the simplest possible student- and discipline-appropriate vocabulary and syntax
 - is not awkward-sounding
- concise

Why is Such Precision Necessary for Explanations?

- What is the core deficit in many learning disabilities and difficulties?
- Students who need intensive intervention often need help _____
- We need to manage _____ carefully to help students
 - If we do not, the _____ becomes quickly _____
 - We have to be very _____ for the benefit of our students

“‘Specific learning disability’ means a **disorder in one or more of the basic psychological processes involved in understanding or using language**, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculation. -IDEA (2004)

Checklist: The explanation is designed so it is **correct: accurate and complete**

Give Clear Explanations—Correct

This is _____ and _____ - _____

Correct: Accurate—What does that mean?

- The explanation correctly specifies
 - _____ (more on this later)
- The explanation does not include
 - _____
 - An _____
 - _____ or _____

Is Ms. Peter’s Explanation Correct?

Ms. Peters teaches Grade 1 word reading skills to Grade 2 students

Objective:

- Pronounce aw as /aw/ (*Declarative Knowledge*)
- Read words containing the /aw/ sound spelled aw (*Procedural Knowledge*)

Is the explanation accurate? Fill in the chart below as you watch the module.



Accuracy Criterion	Decision and rationale
The explanation correctly specifies critical elements	
The explanation does not include, incorrect facts, an imprecise procedure, misspellings, or incorrect grammar	

Correct: Accurate—How?

- Start by writing the _____
 - Visualize the _____
 - Figure out what you do not understand
- Seek guidance from
 - Your _____ for your second prevention program
 - _____ online resources
 - _____
 - _____
- If you’re not sure, _____
 - Move on to something else
 - Seek _____
 - _____

Correct: Complete—What is complete?

- A complete _____
 - includes all _____ to do the _____ or _____ the _____
 - matches the _____ exactly
 - breaks _____ into _____ (bite size, chunks)
 - does not leave students to _____ complex ideas

Procedural
Explanation is missing critical information:

Retell the story by looking back at the story carefully. Write what happened.

In physics we want to understand how things work and why they work the way they do.

Declarative
Definition missing critical information:



Activity 5.15 – Analyze a Video Example
Apply your Knowledge
Workbook

Ms. S. is teaching a strategy called the “Fix It” game.

Objectives:

- students will recognize when they have read a sentence incorrectly because it does not make sense in context
- students will be able to apply this as a “fix it” strategy when reading

Is Ms. S’s explanation complete? Fill in the chart below.

Objective	Language Used	Complete?
Students will recognize when they have read a sentence incorrectly because it does not make sense in context		
Students will be able to apply this as a “fix it” strategy when reading		

Correct: Complete—How?

- Match it to _____
 - _____: break into short steps (“chunks”) to reduce cognitive load
 - _____: define or describe it clearly (see “clear” section)

- Write the procedure or explanation (use “clear” guidance also)
 - _____
 - _____
 - Try doing the skill or answering questions based on it

Curriculum Example: Accurate and Complete Explanation?

Think about if this makes sense as an accurate or complete explanation.



Curriculum Example

Objective: Student will add three-digit numbers with or without regrouping using the standard algorithm

1. Add the ones.
2. If the answer is more than 9, regroup.
3. Write ones answer.
4. Add the tens.
5. If the answer is more than 9, regroup.
6. Write tens answer.

Accurate explanation:

- correctly specifies critical elements of the skill or idea
- does not include incorrect facts, an imprecise procedure, misspellings, or incorrect grammar

Complete explanation:

- includes all critical elements of the skill or idea
- matches the learning outcome exactly
- does not leave students to intuit parts of skill or idea

Accurate?

Complete?



Curriculum Example

Objective: Student will identify that the vowel-consonant-E pattern makes the long sound and use the pattern to read words.

- Magic e has magic powers!
- He flies over the consonant and when he comes to the first vowel, he taps the vowel on the head with his magic wand and shouts, “vowel, say your name! Make the sound you say in the alphabet!”
- Now, Magic e is so tired. He flies back to his spot. He has no more energy so he goes to sleep without saying a sound.

Accurate?

Complete?



Activity 5.16 – Analyze a Curriculum Example

Apply your Knowledge Workbook

Here's another way of explaining the vowel-consonant-E pattern. Examine the checklist and decide if it meets each criterion. Write down your thoughts.



Accurate?

Curriculum Example

Objective: Student will identify that the vowel-consonant E-pattern makes the long sound and use the pattern to read words.

An *E* close behind another vowel (with no more than one letter in between) usually makes the first vowel say its name, and the *E* is usually silent.

Complete?

Checklist: **The explanation is designed so it is clear: immediately comprehensible, simplest possible student- and discipline-appropriate vocabulary and syntax, and is not awkward-sounding.**

Clear: Immediately Comprehensible

The language you use is language students can follow.

- Comprehensible
 - As _____ as possible (imageable vocabulary)
 - As _____ as possible (no extraneous information)
 - Easy to follow

Look at the examples presented in the module and fill in the chart below.

Explanation	Concrete?	Focused?	Easy to follow?
I'm going to regroup 1 ten for 10 ones			
Rhyming words sound the same at the end			
Light things are easy to pick up. Heavy things are hard to pick up.			
We can rewrite fractions when the number of parts in each whole are the same.			
Data is another word for information we collect about something.			



Activity 5.17 – Pause & Process

Solidify your Understanding

Workbook

Are these comprehensible vocabulary questions?
Fill in the chart below.

Comprehensible

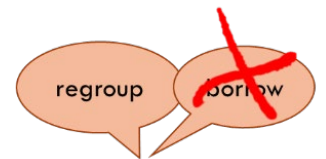
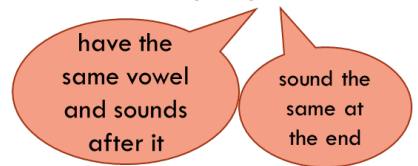
- As concrete as possible (using imageable vocabulary)
- As focused as possible (without extraneous information)
- Easy to follow

Example	Comprehensible?
Congruence means identical in form or shape, like all the circles around the room, but not necessarily size, like the circles are many different sizes.	
When we practice we do something again and again.	
To fill a liquid measuring cup partway, match the line on the side of the cup with the amount you need. Then, slowly pour your liquid into the cup. When the amount of liquid reaches the line, stop pouring.	
Let's write lowercase d. First, we go between the bottom and middle lines and make a circle. Then, we go to the top and down to the bottom, staying on the right side of the circle.	
Let's prepare to write a formal email. Start with the email address. You should have this already. Make sure it is spelled correctly. Then, add a subject stating the purpose of the email. Keep it short, maybe 5 to 10 words or maybe a few more. Start with a formal greeting like "Dear Ms. Harris." Don't say "Hey" or "Hi there" because it can send the wrong message.	

Clear: Has the Simplest Possible Appropriate Vocabulary and Syntax

- Simplest possible vocabulary
 - at students' current _____
 - use words with _____
 - including _____
- Appropriate vocabulary
 - Using _____-appropriate academic language
conclude respond persist nevertheless
 - Using _____-_____ terms for concepts (e.g. quotient, quadrilateral, inference, protagonist, constitutional)
- Syntax (sentence and grammatical structure) to avoid
 - _____: a way of writing where the subject is "buried" The videos were watched by them.
 - _____: cases where sentences have a main clause and a dependent clause
 - Conjunctions like *although, as, unless, where, while* While they were watching the videos, the cat escaped.
 - The _____: a verb mood referring to hypothetical events

rhyming words...



- Requires complex sentences and uses words like *if*, *supposing*, *could*, *might*, *have*

If this had been, um. Say we had 17 cards and this was an 8 and this would have been a 7, we wouldn't have to regroup there. OK?

43 ^{an 8}
- 19 ^{a 7}

Adjust Vocabulary

Devin and Sarah Onion Example

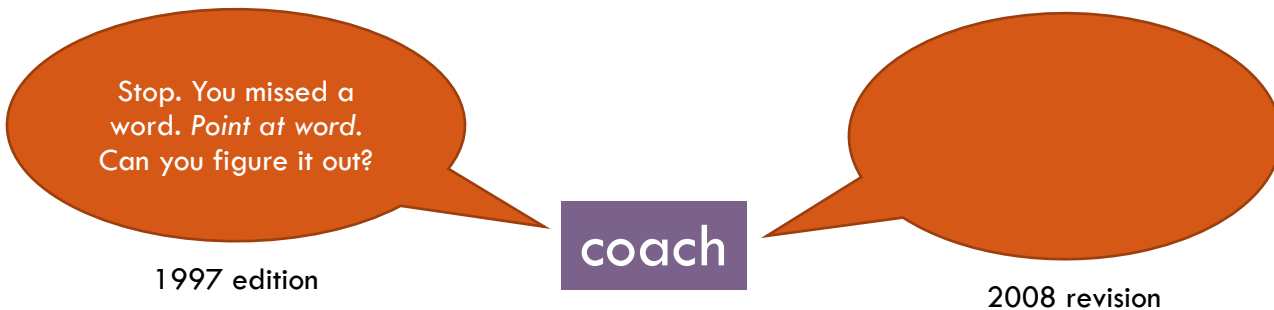
<ol style="list-style-type: none"> 1. Peel 2. Chop in 1/2 from ends 3. Slice on grain 4. Turn 90 degrees 5. Chop 	<ol style="list-style-type: none"> 1. Peel 2. Chop in 1/2 from the ends 3. Place flat 4. Cut off one end 5. Slice on grain 6. Turn 90 degrees 7. Chop to other end 	<ol style="list-style-type: none"> 1. Peel the onion 2. Slice in 1/2 from end to end 3. Cut off one end 4. Slice grains to middle 5. Chop
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- Use more _____ discipline-specific vocabulary
- Simplify _____

What else might we change?

Adjust Vocabulary: Changing the PALS Partner Reading Strategy

- Peer-Assisted Learning Strategies (PALS) partner reading strategy
 - Students work in pairs with a reader and a “coach” (other student)
 - If the reader makes a mistake, the coach uses correction procedure



Adjust Vocabulary: Getting the Gist

- Getting the Gist strategy is part of Collaborative Strategic Reading (CSR; Klingner, Vaughn & Boardman, 2005)
- A *slight* adaptation was created for a content-area literacy instruction (CALI) project by Jade Wexler, Devin Kearns (me), and Christopher J. Lemons
- How are these different? Are the changes in CALI improvements?

CSR version

Gist Steps

1. Name the "who" or "what" the section of text is mostly about.
2. What is the most important information about the "who" or "what"?
3. Write the gist in approximately 10 words or less.

CALI version

Gist Steps

1. Identify **who** or **what** the section is mostly about.
2. Identify the most important information about the who or what.
3. Develop a Gist Statement that is **about** 10 words.

How are these different?

Are the CALI changes improvement?

Clear: Is Not Awkward-Sounding

- Contains words you can say again and again

Example: _____ and _____: light things are easy to pick up. Heavy things are hard to pick up.

Example: Metaphor is a creative description

If I say, "That car is a dinosaur! It's time to get a new one," that's a metaphor, a **creative description**. The car isn't a dinosaur really. What am I saying about the car? *It's old*. Everyone? Right, that's a metaphor, a **creative description** to say the car is old.

Another metaphor is, "Our principal, Mr. González, is a walking encyclopedia." What is this **creative description** saying about him? *He's smart*. The metaphor **describes** Mr. Gonzalez **creatively**. It tells you knows a lot.

Example: Influence

- An influence is a person or event that motivates a person to become what they become

Martin Luther King was an important influence on many other civil rights leaders, he motivated them to become what they became.

The entire civil rights movement influenced later activists who campaigned for equal rights for many people. The civil rights movement motivated them to become what they became, civil rights activists.

How many times can you say "become what they became"?

Example: Ambivalent

Google Dictionary	having mixed feelings or contradictory ideas about something or someone
Dictionary.com	having mixed feelings about someone or something; being unable to choose between two (usually opposing) courses of action
Merriam-Webster Online	having or showing simultaneous and contradictory attitudes or feelings toward something or someone

What would be a non-awkward explanation?

Explanation:



Activity 5.18 – Analyze a Video Example

Apply your Knowledge Workbook

Dr. Archer teaches a lesson on cause and effect

Objective: for students to correctly identify causes and effects in a recently read text

What is her explanation?

Is it smooth and non-awkward sounding?



Curriculum Example: Is it Clear?



Curriculum Example

Today we're going to learn a secret letter team. A secret letter team is two letters working together as a team, but they are not next to each other. Here's our secret letter team (point to I_E box on sound page). In this secret letter team, the letters I (point to I) and E (point to E) work together. They say /ī/. What does the letter team say?

Student: /ī/.

Yes, /ī/. But, there is also this blank space (point to blank). In a word, a letter goes here. I and E work as a team to say /ī/, but it's a secret letter team because they are separated! This secret letter team is I-BLANK-E.

Criterion	Rating
Explanation is correct?	
Explanation is immediately comprehensible?	
Explanation has the simplest vocabulary and syntax?	
Explanation is not awkward-sounding?	

Concise

Omit _____!

- Include only _____ for this objective
- Make it as _____ as possible
- Eliminate information that is
 - _____ (interesting but non-essential)
 - _____ - but not now
 - Easy to _____ if absent

How We Became More Concise...

Eliminating Information that is Easy to Infer (cross off items that we eliminated below)

<ol style="list-style-type: none"> 1. Peel 2. Chop in 1/2 from ends 3. Slice on grain 4. Turn 90 degrees 5. Chop 	<ol style="list-style-type: none"> 1. Peel 2. Chop in 1/2 from the ends 3. Place flat 4. Cut off one end 5. Slice on grain 6. Turn 90 degrees 7. Chop to other end 	<ol style="list-style-type: none"> 1. Peel the onion 2. Slice in 1/2 from end to end 3. Cut off one end 4. Slice grains to middle 5. Chop
---	---	--



Activity 5.19 – Pause & Process Solidify your Understanding Workbook

Examine the explanations below for the different pronunciations of the letter C.

In what ways are they not clear or concise? Use the checklist to help you.

The explanation

- is correct (accurate and complete)
- is immediately comprehensible, concrete, focused and easy to follow
- has the simplest possible student- and discipline-appropriate vocabulary and syntax
- is not awkward-sounding?

Explanation	Possible Problems with Clarity and Concision
In circle, C that says /k/ as we know. But the other C says /s/, and that's because of the I. E and Y work the same way.	
C says /s/ before E, I, and Y.	
So, when C comes before A, O, or U, it says /k/. When it comes before E, I, and Y, it says /s/.	
C is a letter switcher. Letter switcher C usually says /k/ but when it comes before E, I, and Y, it says /s/.	
C has a hard sound /k/ and a soft sound /s/ while it says the soft sound /s/ when it comes before E, I, and Y.	
We'll try /s/ for C when it comes before E, I, and Y.	

What is your alternative explanation?



Activity 5.20 – Discussion Board Post

Module 5 Part 2

Online

- Write an explanation for how to send a text message from a smart phone:
 - Design it for an older person who does not know how to use a cell phone very well
 - Begin with the phone set to the home screen
- Rewrite the explanation
- Share both and discuss how yours and others' align with the checklist

The explanation

- is correct (accurate and complete)
- is immediately comprehensible, concrete, focused and easy to follow
- has the simplest possible student- and discipline-appropriate vocabulary and syntax
- is not awkward-sounding?

General Discussion Board Guidelines

Use the discussion board to

- share information that you have and others do not
- get clarification
- extend the conversation beyond the specific module content

Respond to others by

- asking for more information
- providing specific feedback why you agree or disagree with opinions
- correcting unintended errors

Write

- short but content-filled responses
- clearly (after typing, briefly edit)
- in a style that allows generosity of spirit (assuming the best of others)

Clear Explanation: Use it Consistently

- _____ the same explanation until students can use it
- Use the _____ words—variability can be confusing



Activity 5.21 – Analyze a Video Example

Apply your Knowledge

Workbook

Mr. Xu teaches a student to match shapes

This is a new skill for this student, who recently learned the identities of shapes

He uses the steps (on the chart)

1. Identify the shape.
2. Find the shape.
3. Draw a line to connect the shapes.

How many times is the third step repeated during the lesson? Use the chart below to record: the time stamp, what phase of the model occurs and describe what happens.

Time Stamp	Phase	Description
0:28-0:32	Explanation	T reads from checklist during explanation

Was it necessary to do this?

Checklist

The methods for modeling should:

- ✓ **Model multiple planned examples**
 - Show all the steps or provide unique examples
 - Verbalize your thinking
 - Have students observe

Is Modeling Really Necessary?

- We might model too much
- Could we just give an explanation sometimes (frequently?)



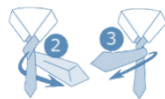
Activity 5.22 – Stop & Jot

Solidify your Understanding Workbook

Objective: you will be able to tie a necktie using a simple knot.



1. Drape the tie around your neck with the seam-side hidden. Cross the ends with the narrow end behind the wide one. Make sure the wide end hangs longer.



2. Loop the wide end around the back of the narrow end.

3. Keep looping the wide end so it crosses the front and goes to the back again.



4. Pull the wide end up through the back. Then, slide the wide end between the front part of the loop and the short end of the tie.

5. Pull it down to finish the knot.

What was effective about the explanation?

Would you be ready to practice? Explain.

Explanations Require Models

- A clear explanation is necessary but not sufficient in most cases
- Models
 - make the _____ clearer
 - eliminate _____
 - reduce the _____ when learning _____

Checklist

The methods for modeling should:

- ✓ **Model multiple planned examples**
 - **Show all the steps or provide unique examples**
 - **Verbalize your thinking**
 - **Have students observe**

Model: Show All the Steps or Provide Unique Examples

Show all steps for _____

- Address everything included in the _____
- These are often called “_____”
- This sometimes involves _____ or _____

Provide unique examples for _____

- Provide examples that enhance the learner’s _____

Video Example: Show All Steps

Does Sarah model all steps?

How does she make sure Devin remembers them?

How did Sarah let Devin participate?

Video Example: Provide Unique Examples

Objectives: students will learn the definition of the word “disembark.”

What part is an explanation and what part is a model?

- Explanation:
- Model:

What would be one enhancement in terms of providing unique examples?

- _____: perhaps with different vehicles
- Use _____: maybe getting out of a car

Verbalize Your Thinking

- Sometimes described as doing “_____”
- For procedures
 - Explain what you are thinking as you _____
 - Elaborate on the _____
- For knowledge
 - Explain how an example matches what you _____
 - Explain _____ for the same reason
- Verbalize _____ thinking
 - The students are not doing the work yet



How does the program have the teacher verbalize thinking?

Curriculum Example

Objective: Students will identify words that are broken into parts that each have a vowel.

The rule is that each part must have a vowel. What’s the rule? _____

Let me show you how I split these words so each part has a vowel. This word is splatter. What word? _____

Watch me split it. Cover TER with card. Does this part (point at splat) have a vowel? _____ The A. So, that part has a vowel so it follows that rule.

Let’s look at the other part. Move card and cover SPLAT. Does this part have a vowel? _____ The E. So it follows the rule.

OK, let me do it again. Move to scamper and cover ER. Point at SCAMP. Now, what is the first rule? _____ Good. This part has a vowel, so it follows the rule. Why does it follow the rule? _____

Have Students Observe

Do

- Have students _____
- Use _____ to keep students _____ in cognitively processing the content
 - continuously _____ related to content you just taught

Do Not

- have students do or say anything that expects them to _____ you have not given
- ask students to _____
Example. What do you know about Ellis Island?
What's the problem?
Students might not _____ things or know _____ things

Lead Teacher Demonstration: Modeling

Ms. Leonard teaches students about A-consonant-E pattern

Compare and contrast the two examples. Does her model align with the checklist?

Model Multiple Planned Examples

- Show all the steps or provide unique examples
- Verbalize your thinking
- Have students observe

Example 1	Example 2



Activity 5.23 – Analyze a Video Example

Apply your Knowledge Workbook

Objective: the students will use knowledge of sound-spellings to chain words by changing one sound-spelling at a time

Does the model meet the criteria for effective modeling?

	Part 1	Part 2
Objective	The students will use knowledge of sound-spellings to chain words by changing one sound-spelling at a time	The students will state the main idea of a picture using the gist strategy
All steps shown?		
Teacher thinking verbalized?		
Students observe only?		

Checklist: Supporting practices

Supporting Practices During Modeling

- Designed to maximize _____ of lesson content
- _____
 - Actively engaging students in model
 - Not having them do the thinking
- _____
 - Affirming correct responses
 - Correcting misunderstandings
- Maintaining a _____
 - Modeling quickly
 - Knowing when to move on



Activity 5.24 – I’ll Start It...

Apply your Knowledge Workbook

The lesson will be a curriculum example. It is a beginning reading lesson. Read the curriculum example below.

Objective: to understand relationships between letters and sounds



Curriculum Example

Have children name the pets in the illustration that goes with the poem. Elicit the word *dog* and write it on the board. Tell the children that they will learn about the sound they hear at the beginning of *dog* and the letter that stands for that sound.

Ask children to read the first line of the poem. Have them find *dog* and match it with the word *dog* on the board. Then have children read the following pairs of words. Ask them to repeat each pair of words and tell them which word in the pair begins with the same beginning sound as *dog*: *dig, jig, dime, rhyme, date, gate, fill, dill, rug, dug*

Call attention to the word *dog* on the board. Ask children to name the letter that stands for the sound they hear at the beginning of *dog*. A volunteer can draw a line under the letter *d*.

- Give clear explanations**
 - Match the explanation the learning outcome
 - Design the explanation so that it is correct, clear, and concise
 - Use the explanation consistently
- Model multiple planned examples**
 - Show all the steps or provide unique examples
 - Verbalize your thinking
 - Have students observe
- Use supporting practices**

Does the objective work?

Watch the module to see how Devin begins the explanation and model. Continue the explanation and write two more cycles of modeling below.

Objective: Students will identify spoken words that begin with the /d/ sound and associate them with the letter *d*.

Cycle 1

Explanation

We already know this letter. What letter? *d*. We also know the sound of *d*. What is it? /d/. We are going to listen to the first sound in words and

Model

My turn first. Hold up dog picture. This says dog. What does it say? Dog. Now, I

**Cycle 2
Explanation**

Model

**Cycle 2
Explanation**

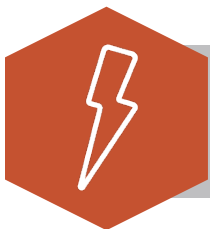
Model



Activity 5.25 – Journal Entry
Module 5 Part 2 Application
Online

Prepare a Good Model

- Create a brief lesson with:
 - A clear objective with a specific learning outcome
 - A clear explanation of the procedure or information
 - A description of the models used
- After teaching the lesson, write a reflection comparing your lesson to the checklist



Activity 5.26 – Classroom Application

Module 5 Part 2
Classroom/Coach

Plan to do your lesson

- Review your clear explanation and write it out to review as you teach
- Adjust your plan so it is less than 10 minutes

Do the lesson

- Work from your written plan
- Focus on the explanation and the teacher-led model
- Stop after 10 minutes



Activity 5.27 – Discussion Board Post

Module 5 Part 2 Application
Online

- Post your journal entry and a description of how your lesson went
- Read others' lessons and descriptions and discuss them relative to the checklist
- Respond to evaluations of your lesson based on your interpretation of this module part

General Discussion Board Guidelines

Use the discussion board to

- share information that you have and others do not
- get clarification
- extend the conversation beyond the specific module content

Respond to others by

- asking for more information
- providing specific feedback why you agree or disagree with opinions
- correcting unintended errors

Write

- short but content-filled responses
- clearly (after typing, briefly edit)
- in a style that allows generosity of spirit (assuming the best of others)

Part 3 When and how should students practice in explicit instruction lessons?

Objectives

- decide when students are ready for practice
- provide guided practice
- provide independent practice
- Decide the best next step based on practice

Practice in the DBI Context

- Is a student does not _____, diagnostic assessment data might indicate an _____
- _____ explicitness of instruction is one adaptation designed to change instruction
- When _____ explicitness, an important question concerns the _____ of the problem within the explicit instruction framework
- If clear explanations and models are in place, the problem might concern the way _____ happens



Why are guided and independent practice both important?

It's like learning from TV documentaries: practice makes us _____ to learning

It's like learning from computer programing: practice reveals the many possible _____

- Why do we need guided and independent options?
 - Some procedures are so _____ that:
 - Students need _____ but _____ participation to start
 - _____ independent practice would overtax cognitive resources
 - Some procedures are so _____ that:
 - Students can execute them well immediately
 - Guiding them through the practice would waste time

Checklist

The methods for practice should:

- Decide what type of practice is appropriate**
- Design outcome-aligned practice likely to produce high accuracy
- Provide guided practice
 - Lead student in steps toward the learning outcome
 - Provide appropriate prompts
 - Observe and provide immediate feedback
- Provide independent practice
 - Review expectations and resources for meeting the learning outcomes
 - Allow student to work without support

- Observe and provide immediate and delayed feedback
- Make strategic decisions about next steps

Deciding What Is Appropriate

- Complexity of skill
 - High? = _____
 - Low? = _____

Checklist

The methods for practice should:

- Decide what type of practice is appropriate
- Design outcome-aligned practice likely to produce high accuracy**
- Provide guided practice
 - Lead student in steps toward the learning outcome
 - Provide appropriate prompts
 - Observe and provide immediate feedback
- Provide independent practice
 - Review expectations and resources for meeting the learning outcomes
 - Allow student to work without support
 - Observe and provide immediate and delayed feedback
- Make strategic decisions about next steps

Outcome- Aligned High-Accuracy Practice

- Outcome-Aligned
 - Practice the learning outcome from the _____
 - Practice as was done in the _____
- High-Accuracy
 - Should be at the _____ level of complexity as the model
 - Should produce
 - 80-85% correct responses during _____
 - 90-95% correct responses during _____

Checklist

The methods for practice should:

- Decide what type of practice is appropriate
- Design outcome-aligned practice likely to produce high accuracy
- Provide guided practice**
 - Lead student in steps toward the learning outcome
 - Provide appropriate prompts

- Observe and provide immediate feedback
- Provide independent practice
 - Review expectations and resources for meeting the learning outcomes
 - Allow student to work without support
 - Observe and provide immediate and delayed feedback
- Make strategic decisions about next steps

What is guided about guided practice?

- Complex tasks are practiced in _____
 - Teacher reviews one step
 - Student completes that step..... and cycle
- Simple tasks are practiced _____
 - Teacher and student do practice in unison
 - Teacher provides feedback
- _____ is _____ with scaffolding
 - Teacher provides related information but not knowledge itself
 - The teacher gives “hints:
 - Student recalls ideas
- All types of objectives are practiced with _____ - _____
 - Teacher uses supporting practices including providing feedback
 - Teacher uses feedback to decide to model or do either practice type

Checklist

The methods for providing guided practice should:

- Lead student in steps toward the learning outcome**
- Provide appropriate prompts
- Observe and provide immediate feedback

Lead students in steps toward learning outcome

- For a _____ task: execute each step _____
- For _____: address each “kernel” (unit) of knowledge (e.g. one vocabulary word) at a time



Activity 5.28 – Analyze a Video Example

Apply your Knowledge
Workbook

Objective: Students will segment word into individual sounds using tokens

Did the teacher lead the students step-by-step? Explain below.

Checklist

The methods for providing guided practice should:

- Lead student in steps toward the learning outcome
- Provide appropriate prompts**
- Observe and provide immediate feedback

Provide appropriate prompts

- Design a _____ of prompt types linked to _____ and likely student _____
- Change level of prompting in response to student's _____
 - More supportive... smallest steps, most verbalization, most reminders before students start
 - Less supportive... larger steps, less verbalization, fewer reminders before students start

Design a variety of prompt types linked to task and likely student need

- What is a prompt?
 - A way of _____
 - A way for the teacher to _____ students
 - It should lead to the right answer but not give them the answer
- What are different prompts?
 - _____: directives, questions, reminders
 - _____: checklists, visual schedules, images for words
 - _____: hand gestures, hand-over-hand support for physical tasks

Video Example: Provide Appropriate Prompts

Did Mr. Xu provide a variety of prompts?

Did Mr. Xu change level of prompting in response to student progress?



Activity 5.29 – Analyze a Curriculum Example

Apply your Knowledge Workbook

Here is a way of reviewing students' knowledge of moon-related vocabulary words. Examine the checklist and decide how to incorporate appropriate use of prompts.



Curriculum Example

Objective: students will use moon-related vocabulary words correctly

Define the terms *gibbous*, *waxing*, *waning*

- a. A list the vocabulary words is displayed on the screen
- b. Teacher says the new word and students repeat the word
- c. The teacher and students read the definition of each word together
- d. The teacher elaborates on the definitions by giving examples and hand gestures to illustrate each (gibbous= hand over fist for larger than half)
- e. An incomplete sentence is displayed on the screen:
 - a. It is the first quarter, so the moon is _____
 - b. If the moon is not half, full, or new, it is a moon.
- f. Students complete the sentence by selecting the appropriate moon-related vocabulary word.

Provide appropriate prompts

- Design a variety of prompt types linked to task and likely student need
- Change level of prompting in response to student's progress

Variety of prompts?

Change level of prompting?

Checklist

The methods for providing guided practice should:

- Lead student in steps toward the learning outcome
- Provide appropriate prompts
- Observe and provide immediate feedback**

Observe and provide immediate feedback

- Watch students carefully
- Interpret the meaning of _____
- Provide _____ that aligns with the _____ of error

Questions to ask as you observe

- Is the student moving toward mastery?
- Does the student say and do things that demonstrate progress toward mastery of learning outcome?
- Where in the process are mistakes occurring?



Activity 5.30 – Analyze a Video Example

Apply your Knowledge Workbook

Objective: students complete sentence segmentation activity using tokens

Use the time table below to record times when the teacher identifies student error and provides feedback.

Time Stamp	Error Type	Feedback Provided
0:27 – 0:54	Student does not move tokens	Individual support provided; T guides S to move tokens

Does this meet our criteria for providing immediate feedback? Use checklist below.

- Watch students carefully
- Interpret the meaning of errors
- Provide feedback that aligns with the type of error

Did the type of feedback align with the type of error? Explain below.

Lead Teacher Demonstration: Guided Practice

Ms. Leonard teaches students how to use a number line to add numbers.

Compare and contrast the two examples. Does the video align with the guided practice checklist?

Example	Non-Example

Providing Guided Practice

- Lead students in steps towards learning outcomes
- Provide appropriate prompts
- Observe and provide immediate feedback



Activity 5.31 – Analyze a Video Example

Apply your Knowledge Workbook

Objective: Students will identify individual phonemes in spoken words.

Does this meet our criteria for providing guided practice? Explain below.

- Lead students in steps toward learning outcomes
- Provide appropriate prompts
- Observe and provide immediate feedback

Curriculum Example

- **OK, now we're getting it! Now, I want you to help me with reading little parts of the text and talk about the parts clearly.**
- **Here's my next tricky sentence. "But when he lived and for a long time afterwards, his idea was no more than a guess." So, what do we do first? Pause**
- **OK. You decide the first little part, silently. Who would like to say the first little part? Wait 3 sec. Choose a student.**
- **OK. Who else read the same little part? If no consensus, ask another student. If consensus, provide positive feedback and continue. What's our next step? Pause**
- **Good. You talk about it clearly to yourself. Pause for students to do this.**
- **Partner 2, talk clearly to Partner 1. Pause. Could a Partner 1 share how Partner 2 talked clearly?**
- *Select a student. Provide positive and corrective feedback as needed.*
- *Repeat student-teacher practice procedure with the next sentence, beginning "And often..."*
- *If a third sentence seems necessary, do "Sometimes the things they did had good results, even though the ideas about why these things worked were wrong."*

Objective: students will learn how to interpret and break down complex sentences.

How does this example meet the criteria for guided practice?

Checklist

The methods for practice should:

- Decide what type of practice is appropriate
- Design outcome-aligned practice likely to produce high accuracy
- Provide guided practice
 - Lead student in steps toward the learning outcome
 - Provide appropriate prompts

- Observe and provide immediate feedback

Provide independent practice

- Review expectations and resources for meeting the learning outcomes
- Allow student to work without support
- Observe and provide immediate and delayed feedback

- Make strategic decisions about next steps

Why do you use independent practice?

- Students are able to _____ steps in the procedures or the key aspects of the skill with _____ guidance or prompting

Checklist

The methods for providing independent practice should:

- Review expectations and resources for meeting the learning outcome**
- Allow student to work without support
- Observe and provide immediate and delayed feedback

Review expectations and resources for meeting learning outcomes

- Select objective-linked practice items that lead to _____ accuracy
- Review expectations for meeting learning outcome
- Remind students how they _____

Checklist

The methods for providing independent practice should:

- Review expectations and resources for meeting the learning outcome
- Allow student to work without support**
- Observe and provide immediate and delayed feedback

Allow students to work without support

- _____ guidance from teacher
- Monitor throughout independent practice
- Give mini-_____ and record points of confusion

Checklist

The methods for providing independent practice should:

- Review expectations and resources for meeting the learning outcome
- Allow student to work without support
- Observe and provide immediate and delayed feedback**

Observe and provide immediate feedback

- Check for understanding throughout
 - _____ accuracy: move to guided practice
 - _____ accuracy: finish explicit instruction cycle
- Provide feedback following _____ of task

Video Example: Provide independent practice

Objective: Dr. Archer is reviewing vocabulary terms taught in a previous lesson

Students are responding to review questions by writing answers on white boards and displaying their answers

Is this an example of independent practice?

Providing Independent Practice

- Review expectations and resources for meeting the learning outcome
- Allow student to work without support
- Observe and provide immediate and delayed feedback

How should independent practice take place?

- Independent practice can occur throughout the day
- It is not practice for _____
- Reinforce _____ behavior during independent practice

Checklist

The methods for practice should:

- Decide what type of practice is appropriate
- Design outcome-aligned practice likely to produce high accuracy
- Provide guided practice
 - Lead student in steps toward the learning outcome
 - Provide appropriate prompts
 - Observe and provide immediate feedback
- Provide independent practice
 - Review expectations and resources for meeting the learning outcomes
 - Allow student to work without support
 - Observe and provide immediate and delayed feedback

Make strategic decisions about next steps

Students have mastered the objective...

- Now what?
- It depends if the lesson...
 - Was one in a series of short lessons to reach a larger _____
 - _____ a segment of instruction where students met the goal

- Helped students achieve _____ or _____
- Is a step toward _____ a skill

What are the options?

- Do the next lesson in the sequence
- Begin the next segment of instruction
- Conduct additional lesson to build fluency
- Help students use the specific skill to generalize
 - _____ skills
 - _____ processing of greater _____

How do you choose?

- Look at _____, the student's _____, and the _____
- Evaluate what you know about the student's _____
- Consider what will contribute most to the student's _____ academic success

Guided practice is not

1. _____
 - a. Teacher does not do the work
 - b. Students are not simply listening and repeating thing they've already learned
2. _____
 - a. Teachers work _____ students and lead them through process
 - b. Students actively participate in acquisition of skills of concept

Independent practice is an opportunity to demonstrate success with specific objective

- It involves
 - Focusing on showing _____ of the skill taught
 - Addressing the _____ skill modeling and guided practice
 - The _____ kind of practice
- It does not mean
 - Providing an "_____” of the current lesson
 - Having students _____ themselves to _____ the objective
- It culminates in
 - _____ of the objective
 - A _____ decision about what to teach next



Activity 5.32 – Partner Work
Solidify your Understanding
Workbook

Discuss the key questions listed below with a partner. Jot down your notes below.

1. How would you determine that you needed to increase the explicitness of instruction?
2. What is the purpose of increasing explicitness when you already use a secondary prevention program?
3. How would you determine what aspect of your practice needed the most change?
4. How would you evaluate the quality of the changes you made?
5. How would figure out if the changes increased student achievement?



Classroom Application
Module 5 Classroom Application
Classroom/Coach

Journal Entry Assignment

- Review an upcoming lesson in your classroom
- Create a plan for how you will:
 1. Create an objective
 2. Provide modeling
 3. Provide guided practice
 4. Provide independent practice
- After teaching the lesson, write a reflection comparing your lesson to the checklist

Application Activity

- Implement the lesson described in the last part of the Journal Entry Assignment
- After implementing, reflect with your coaching about the effectiveness of the methods you used to provide explicit instruction