

Questions for Explicit Instruction

<u>Elementary Sessions</u>	<u>Secondary Sessions</u>
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Elementary Sessions

<p><i>Session #1 Overview of Explicit Instruction</i></p> <p>"The Magic of Explicit Instruction"</p> <p>March 3, 2021 (9:00 - 10:30 am)</p>	
Questions	Responses
Elementary Questions	
At some point could you give examples of retrieval practice? For example, it has been stated that students with low early literacy skills may need to be exposed to sight words 1,500 times before they are able to have those words "stick."	<p>Retrieval practice helps to move information to long term memory</p> <p>When we look at research (proficient readers at 2nd grade) it became a sight word between 2 - 4 exposures.</p> <p>Sight words are any words that are recognized.</p> <p>Cognitive science - you use letter-sound association; therefore, ss process NOT through visual memory but through ORTHOGRAPHIC mapping.</p>
Why aren't the leveled readers (scholastic levels A-D) decodable? The only way for the	They didn't control for the decoding They measure the readability:

<p>student to "read" those is to look at the picture and guess. Not just with scholastic but with reading A-Z as well.</p>	<ul style="list-style-type: none"> • Length of the words • Length of the sentences
<p>I have 4th graders reading at K level..... I expose them to sight words, but it has not stuck for several years..... What strategies do I use?</p>	<p>Given that letters replicate sound in speech, all populations of students will need to learn letter sounds, blend and recode.</p> <p>Look into Corrective Reading.</p>
<p>When do I switch from decodable text to more generalized text?</p>	<p>Decodables support examples of phonics sounds and high frequency words that were taught which students can read. Decodables are most useful for K-1 and traditional materials can be used in later grades.</p>
<p><i>Session #2 - Design of Instruction</i> March 10, 2021 (9:00 - 10:30 am)</p>	
<p>Would you also include how assessment is taking place ? As part of the lesson plan?</p>	<p>Dylan William - Formative Assessment (resource)</p>
<p>Dr. Archer would it serve the class to use the three types of learning conditions (auditory, visual, kinesthetic) to get their attention?</p>	<p>Students have learning preferences but the content of teaching outweighs the preference of learning style. *will provide articles on learning styles - and send Dr. Archer - Moses Espaniola's email address</p>

<p><i>Session #3 - Delivery of Instruction</i></p> <p>March 31, 2021</p>	
How do you generate more responses among non vocal students?	<p>Response cards.</p> <p>Both partners stand up. Partner share.</p> <p>Popsicle stick. Share out.</p> <p>Use things that are easier for shy students (Hold ups work best for shy students)</p>
Any strategies for bringing out frequent responses from shy students?	
How do you set up partners in a virtual classroom?	<p>Anita will share her virtual instruction strategies with us...</p> <p>Assigned partners. Teacher call on student, student can ask for help from partner. Partner can add, expand, agree or disagree.</p> <p>Breakout rooms take a lot of time and teacher may not know what is going on in the room.</p>
Is T.E.S.A./G.E.S.A. still being used/offered as a training tool for teachers engaging student response?	<p>TESA: Teacher Engaging Students</p> <p>GESA: Gender Engagement</p> <p>Equity. Everybody says it, participates and responds.</p>
Please elaborate a bit more on special supports for triad partnerships.	<p>Triads are intentional.</p> <p>Maybe a student might benefit from built in support/scaffold for certain students (SPED, ELL, Shy student).</p>
Vandawalle suggests: choose less proficient students early in the discussion for fundamental concepts and call on proficient students for heftier dok q's	<p>Review of knowledge, necessary for discussion.</p> <p>Call on a whole range of students for knowledge.</p> <p>Set up for all students to have the possibility of answering higher order</p>

	<p>questions.</p> <p>Teacher needs to provide enough knowledge for all to participate.</p> <p>Set up student for success: ie. Teacher called on student who may not have enough background knowledge, allow partner time to share and then go back to the student to share aloud to the group.</p>
<p><i>Session #4 - Teaching Skills & Strategies</i></p> <p>April 28, 2021</p>	
regarding inside outside..... I am guessing this is for independent reading, because in group reading this strategy feels like it would take a million years.	The purpose of it is to be a word learning strategy for independent practice.
Do you recommend the same strategies for teaching vocabulary in Kindergarten?	Incidental use of vocabulary. Use the words in practice to plant the seeds for development over time. For example "Students let's <u>assemble</u> on the mats"

<p style="text-align: center;"><i>Session #5 - Teaching Vocabulary</i> May 12, 2021</p>	
<p>does flip book reach the low reader???? If so what do we offer to our students who are in 4th grade reading 7th grade material.... seems like flipbook would get us some bored kids.....</p>	<p>Flipbook is currently being used for Core Instruction and aligns to Reading Wonders for grades 3-6.</p> <p>Lessons in the flipbooks are scaffolded to reach all students.</p> <p>Teaching of morphographs that could be applied to all words would benefit all learners. Teachers can also support lessons with other words.</p>
<p>Please clarify what you said about not having students read independently at school...in Grade 1 part of our work in ECRI as well as in Reading Wonders has our students practicing their reading skills with us and with each other by reading, reading, reading. Are you making a distinction between practicing reading and reading independently where the students are left to read without any guidance whatsoever?</p>	<p>Yes, making a distinction. In 1st grade you have ECRI to read decodable text word by word, teacher models with prosody and expression.</p> <p>Upper grades where students read accurately and fluently - having students reading independently means teachers give up a large chunk of teaching time. Students can read independently outside of class time, but it will need to be promoted (set goals for the number of books read per term, etc). "Huddle groups" - leader asks title of book, main character, main problem, resolution. Leader then reads a paragraph from the book, students reply with what happens after the paragraph read. Students get credit for books read (based on goals set). Could set up a bulletin board to record books read to help encourage</p>

	<p>outside reading.</p> <p>Direct instruction in vocabulary will make more gains for your students than independent reading during class time.</p>
Have the kids use the captioning to add reading to whatever they are watching.	
Referring to video example "This is all preloading before reading the story right?"	Yes, pre teaching before reading.
What ages do you fade fast mapping -Upper elementary Close reading strategies often suggest not front loading too much for students	Fast mapping is for eternity. Using higher vocabulary as a well educated adult, utilizing a word that may be unknown. Using it within your speech, rather than stopping to define, continually using it in speech will help plant the seed and the next time the students hear the word, they can retrieve the definition.
Reading Wonders introduces 8 words per week. What do you suggest/recommend in splitting up the time for vocabulary instruction?	<p>In one session, 8 is a few too many words. If you did teach 8, you should sit with your grade level teachers and decide which demands more instructional time, select 5 of those that are the most useful present and in the future. For the others, give them enough understanding/comprehension so they can make connections to the story.</p> <p>Another way is to just teach the words immediately before the first half. The next day you can teach them before the second half.</p>
<p><i>Session #6 - Teaching Knowledge</i></p> <p>May 17, 2021</p>	
This really mimics Flipbooks in a lot of ways!! I	Yes! Flipbooks provide many opportunities

love it!!	for students to practice vocabulary words. Flipbooks includes student friendly definitions, pronunciation, examples, non examples, words in context. Daily lessons gives students retrieval practice and are deliberate with removal of scaffolded supports.
In regards to Facts and Knowledge, what is your opinion of Core Knowledge Series? There seems to be a lack of general "knowledge" that all students should know in America at the elementary school level.	Core knowledge was written to 'stuff' the kids with knowledge. WE want to look for programs based on how well they teach skills level at K-2. Some programs don't have any teaching of the code, you would not want to use those. Need one that has very good teaching of the code, vocabulary background knowledge.
Is homework an option for practice?	Homework is an interesting topic. Very related to the grade level you're in and its impact on learning. Homework, particularly in math and HS subjects, DOES have an impact on learning. In MS, less impact, and in Elem, less impact on learning. If you're going to give it, you must follow these guidelines: <ol style="list-style-type: none"> 1. It should be something you've already introduced well in your class, already have done guided practice, already have checked for understanding and are certain that the students learned it. 2. Children come from many different home environments, so we must be sure that homework is truly independent and does not require parents sitting next to them and helping. Otherwise we create inequity. Parents may not always be available to help. 3. Need a structure to homework so it is predictable in homes. EX:

	<p>students do independent reading, Tu/Wed they do practice for their spelling - needs to be very predictable so parents know what to expect.</p>
<p>Does Hattie have an effect size # related to parent support/home structure?</p>	<p>Dr. Archer sent an article (shared on the CLSD website) that addresses this.</p> <p>Socioeconomic class of the parent does have a high effect size. Whether the parent provides support, we will look back at Hattie's study to find out if that has a specific affect.</p>

Secondary Sessions

<p style="text-align: center;">Session #1 Overview of Explicit Instruction</p> <p style="text-align: center;">"The Magic of Explicit Instruction"</p> <p style="text-align: center;">March 3, 2021 (12:30 - 2:00 pm)</p>	
Questions	Responses
What modifications do you recommend for the assorted "show me" protocols if students are not required to have their cameras on?	Recommend keeping cameras on as a practice. Use school backdrop on every camera. If you expect it, pre-correct it.
Problem-Based L and Discovery-based are more of the HOTS. So shall we put more emphasis then on the Remembering and Understanding aspects in bloom's taxonomy of learning?	PBL needs to be preceded by understanding and knowledge. Skills and vocabulary need to be developed before diving into the PBL.
Wouldn't you say the problem based and student-led type of learning is more effective with students who are a little more sophisticated or knowledgeable with the content?	Absolutely. It's not sophisticated but it's knowledge! (ie. cello example - hold the bow, etc.) Very inequitable practice to use PBL with the population we have... Better to have students apply the knowledge to a problem after acquisition.
Maybe I'm out of line, but isn't that a problem when those inquiry/discovery-based standards have been adopted as the statewide standards?	Absolutely a problem. Before a student can do inquiry, we need to provide knowledge to solve the problem. It helps to have some knowledge. Cooking a recipe without basic knowledge of a stove and spices.
So would you say that having the learning intentions posted is more important than having the standards posted?	Absolutely. Standards are for teachers. Learning intentions are student friendly and meant for students. (actual outcome for students)

For distance learning, is typing the same as writing?	Studies on note taking suggest that taking notes by hand are superior than typing. Note taking by hand lowers the numbers of distractions. Students need to learn to type with automaticity to perform well on digital note taking.
How to get classes to implement closing routines with fidelity?	Study in New York used students standing at the end of the period to indicate closing language
<p style="text-align: center;"><i>Session #2 Design of Instruction</i> March 10, 2021</p>	
Is there a differentiation when you say writing between handwriting and typing as a written form?	If students are taking notes in class, the notes will be more informative if they take them by hand.
Would the independent work be the homework then? (Should we give hw - did it improve their learning?)	Homework makes more difference in the higher grades. Homework has to be something that has been taught. Students should be practicing something they have background knowledge on.
Can you give an example of retrieval practice?	2-minute drill to recreate notes from memory. Brain Drain: spend 5 minutes writing complete sentences about a particular subject.
Could you elaborate more on the Academic Learning Time? Does it mean discussion? Does it mean time allotted to a lesson?	ALT is the amount of time that students are engaged <u>successfully</u> in academic tasks.
What is your idea about lesson pacing especially for struggling students? How could we better deal with slow learners while still addressing the needs of the fast learners?	Have partners in "you do it". Small group instruction. Scaffold a longer question. Move around and monitor with focus on lower performing students.
Middle and HS teachers are in a dilemma of teaching the standards, which are more on the critical thinking skills. How could we better establish a solid foundation on knowledge	Without a body of knowledge it is difficult to complete higher order skills.

and comprehension for MS and HS students, focusing more on the retrieval? Do you think appropriate placement is needed? more intentional sectioning if ever?	
What strategies can we use to differentiate opportunities to respond when we have lexiles from -150 to 1400?	Scaffolding! Pre-reading and taped lessons in some situations.
We're typing more, does that count for writing?	Absolutely!
Should we hold students to basic, minimum writing standards for conventions?	Hold them to the basics first (spelling). If it is right in front of you, COPY it. Look and Copy, Look and Copy! We need to go beyond basics too.
What are the critical foundational bases which should happen at Elementary, Middle and High school for effective progression through learning	Yes. Every student needs to be able to read accurately. Every student needs to be able to convey thoughts on paper. Every student needs to be able to articulate their ideas in speech.
Does the teaching of basic writing standards sometimes harness the creativity of a student who might otherwise learn to love creative writing? Dr. Archer will follow up on Creative writing process - value of teaching that process. (Steve Graham)	This has been studied and appears to be a myth. It does not appear that teaching someone how to write diminishes their ability to write.
<p style="text-align: center;"><i>Session #3 - Delivery of Instruction</i> March 31, 2021</p>	
Does "Why" corner the market or can we throw some "How" in?	You could have why's when why is appropriate and how's when how is appropriate. Both are better than what?
So, we're looking for choral responses?	Choral responses at the secondary level are effective when using retrieval or practice at beginning or end of lessons. Facts aid in higher order thinking by providing the necessary base knowledge.

<p>If it's a choral response choreographed/orchestrated by the teacher, is that even a response or a reiteration. If it's coming to that, how are we defining a response?</p>	<p>Opportunities to respond is measured by the teacher giving a directive or asking a question that led to a response. In some cases, it would be an echo. Sometimes it is an echo back, but can also be a short answer for a higher order question.</p>
<p>What is the standard response/wait/think time before students should answer a question? I have learned that think time is different across cultures. How could we address that element of diversity into our context?</p>	<p>Big Idea: The difference between human beings is not the amount of time it takes them to think, it is not that they are visual/kinesthetic/auditory/etc, but the students' background knowledge. The amount of knowledge we have is what differentiates the students in the classroom.</p>
<p>How about drawing, or illustrating a word or idea? Isn't that worth a 1000 words?</p>	<p>Marzano agrees - vocab research has students provide a visual representation to vocabulary words</p>
<p>If every student responded in writing, can I ask for volunteers to share? Then give everyone a chance to revise their own answers after hearing examples from the volunteers.</p>	<p>Yes, but have them share with their partners first and then randomly have them share their answers. They could all read to their partners while not necessarily having time for all to share out.</p>

Session #4 - Teaching Skills & Strategies

April 28, 2021

When we talk about reading literacy, do we include reading non-traditional and non-print texts as well? For example, reading visual texts and even reading human interactions. These kinds of readings are interdisciplinary and multi-cultural.

You can, however, if you have print in front of you and cannot read it without aides and gain the meaning from it, you are at a deficit. It should not be the primary method.

Session #5 - Teaching Vocabulary

May 5, 2021

For what ages is school compulsory in Hawaii?

Ages 6 - 18

What are your thoughts about effective closings--considering the fact that most students have checked out by the end of the hour, are either burned out from the lesson, are anxious to get out of the classroom, or just plain never wanted to be there in the first place? How does one keep that attention for just a couple of more minutes?

A good pace and engaging practice should keep students engaged. Bell to bell instruction.

Get something that will hold students accountable.

Pace, relationship, accountability, participation, learning objectives help students stay engaged. The tone should

	be set during the first days of schools. So much instruction should be happening that students stay on task and engaged.
Perhaps we should do a "midway closing?" Your thoughts on that? Review critical content and independent work	If I was in a school that had 45 min/period, I'd do it at the end. 90 min, I'd segment it into multiple activities with a mini closure after each activity.
What about using a workbook/ scripted practice on a weekly routine to address this issue of introduction and exploration of elements of vocab (roots/prefixes/suffixes)	There are some very good materials that are out for teaching roots, prefixes, and suffixes. Need a curriculum that is systematic that teachers utilize. Teachers find different words they can utilize within a content to address the vocabulary words.
During discussions when dealing with heteronyms, is it best to give the different definitions of the words or just the meaning of the word as used within a context?	Multi-meaning words. Teach the highest frequency meaning first and then introduce the meanings that are less critical. Teach words within passages and meaning that way. Teach students words that have more than one meaning. Students may need to try different meanings within a dictionary, starting with the first (highest frequency) and move down (to lower frequency definitions) to determine correct one in context.
So far this has been in the domain of Direct Instruction. What do you envision the students to be doing while we are "instructing"? Taking notes?---what about the ones with poor hand-eye coordination who are terrible note takers, or the classic attention deficit disorders?	On vocabulary students could <ul style="list-style-type: none"> • Take notes (two column) • Write word and definition • Parts of speech of vocab word • Illustration of word
Shouldn't we be looking towards more	Of course you could. Notice that the

multi-modal means of instructing, such as my personal favorite, the Frayer Model? Or something along the lines of that ilk.....	Frayer Model has basically the same things - write the word, write an example, write a non example, write meaning in own words. It's a special model of a log they're recording.
What is your take about "frontloading" vocabulary words?	The research shows a very high effect size (.97) of teaching very select words from the unit/passage to improve comprehension. Frontloading is exactly what you would want to do.
<p style="text-align: center;"><i>Session #6 - Teaching Knowledge</i> May 12, 2021</p>	
What do you think of teachers who allow students to get correct answers from asking Google instead of finding text evidence?	What is the outcome you want? Excellent google research procedures or excellent comprehension of what they've read? Can be used to support prior learning ex. "Find other examples using Google" Can turn it into a teaching activity to do AFTER.
Will you elaborate more on massed practice?	Massed practice - college experience, you study and have a test tomorrow. You begin studying at 3, you go eat, you go to class and take the test. You might get a good grade in the short term, but you won't have the recall over time. Having all of the practice in one session, vs over time.
Do you believe in note taking as a required skill?	Every school should have a standard note taking strategy that is used at the school, preferably the same one used in MS feeding into HS. Being able to take notes is something you can use in college, HS, job situations, and is flexible. (ie: 2 columns, write details of lecture

	from instructor in one and notes/examples about it in the other column). Note taking is a life skill.
There's an assumption that students cannot recollect vocabulary within a bi-weekly type of schedule. What are your thoughts on that?	<p>Introduce it, make a record of it, then teach how to study it. (note cards, 2-column notes, etc). Then perform simple retrieval practice when they return to class. The responsibility of what you can't do in class then falls on the students, but you need to teach them how to study and the purpose.</p> <p>www.retrievalpractice.org www.learningscientist.org</p>