

## The Magic is in the Instruction

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## The Science of Reading Plus The Science of Instruction

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### Outcome

Learning  
Learning  
Learning  
Learning  
Learning  
Learning

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### Explicit Instruction

"Explicit teaching is not just the episode within a lesson when information is presented; it involves **chunking content** into small components, **guiding students' initial attempts** at working with that content and **gradually releasing control** into more open activities as students gain mastery. It is a teaching model that progresses from 'I do' to 'we do' to 'you do.'

Adam Boxer, Editor 2019  
Explicit & Direct Instruction

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### Explicit Instruction

Every day, in every class, in every lesson, we will:

1. Focus on **critical content** to promote **LEARNING**.
2. **Break down complex strategies** into obtainable pieces to ensure **LEARNING**.
3. Provide **quality explicit instruction** lessons that yield **LEARNING**.
4. Actively **involve all students** in responding throughout the lesson, making **LEARNING** visible.
5. Carefully **monitor students' responses**, adjusting the lesson as necessary to ensure **LEARNING**.

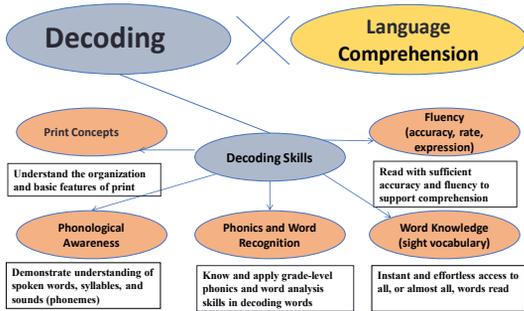
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**Explicit Instruction**

- 6. Provide **affirmative feedback** (praise) and informative feedback (corrections) to support **LEARNING**.
- 7. Provide **deliberate practice, spaced practice and retrieval practice** to ensure mastery, retention, and **LEARNING**.
- 8. Utilize **management procedures** that support students and teachers, thus facilitating **LEARNING**.
- 9. Intentionally establish positive **teacher-student relationships** that support **LEARNING** in the classroom.

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**Simple View of Reading**



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**1. Focus on critical content to promote LEARNING.**

**Motto:** *Teach the stuff and cut the fluff.*

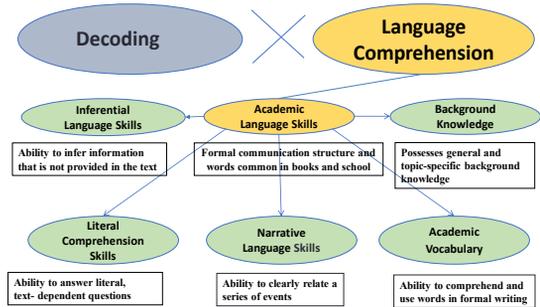
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**Explicit Instruction**

- 1. Focus on critical content to promote **LEARNING**.

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**Simple View of Reading** (See IES Practice Guide)



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**Explicit Instruction**

- 2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

**Phonological Awareness Skills** (Kilpatrick, 2019)

- **Early**
  - rhyming
  - alliteration
  - segment words into syllables
  - identify initial sound in word
- **Basic**
  - blending sounds into words
  - segmenting words into sounds
- **Advanced**
  - manipulating phonemes
  - deleting, adding, substituting

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

**Example Sequence of Phoneme - Grapheme Associations**

(ES Practice Guide – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade, 2016)

- **Single consonant and vowel letters**  
a m t s i f d r o g l h u c b n k v e w j p y x q z (Carnine, Silbert, and Kame'enui, 1997)
- **Consonant blends**  
bl cl fl gl pl sl  
cr dr gr pr tr br fr  
sm sp st sw sc
- **Consonant digraphs**  
th sh ch ph ng tch dge
- **Long vowels with silent e**  
a-e i-e o-e u-e e-e
- **Two-letter vowel teams** (combination of letters standing for single vowel sound)  
ai ay ea ee ey oa ie igh

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Syllable Pattern	Single Syllable Words	Multi-Syllable Words
<b>Closed Syllables</b> VC CVC CCVC CVCC A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.	am, sat, brat, math	rab bit, in sect, nap kin, top ic, pun ish, kit ten
<b>Open Syllables</b> CV CCV A syllable that ends with a long vowel sound, spelled with a single vowel letter.	me, he, she, hi no, go, ho	pro test, tor na do, si lent, hu man, ro bot, re lax
<b>Silent e</b> CVCe CCVce A syllable with a long vowel, spelled with one vowel + one consonant + silent e.	mine, cave, ripe, tape, shape, whale, shine	in vite, ex cite, pan cake, man hole, in side, nick name

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Syllable Pattern	Single Syllable Words	Multi-Syllable Words
<b>Vowel Team</b> CVVC CCVVC CVVCC Syllables with long or short vowel spellings that use two to four letters to spell the vowel. Diphthongs <b>ou/ow</b> and <b>oi/oy</b> are included in this category.	rain, mail, deal, clean, speed, scream, least	train er, spoil age, mail man, rain bow, ex haust, pro ceed
<b>Vowel-r</b> A syllable with <b>er, ir, or, ar, or ur</b> . Vowel pronunciation often changes before /r/.	barn, fern, bird, torn, yard	per form, yard stick, sports man, sur plus, morn ing, dis turb
<b>Consonant-ie</b> An unaccented final syllable that contains a consonant before /l/, followed by a silent e.		mid die, pudd die, ma ple, can die, fid die, ea gle

(Moats, L and Tolman, C. 2009, *Language Essentials for Teachers of Reading and Spelling (LETRS)*, Sopris/Voyager)

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

**Motto:**  
**Success breeds Success**  
**Success breeds Motivation**

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**Explicit Instruction**

3. Provide quality explicit instruction lessons that yield **LEARNING**.

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•Utilizing **explicit instruction** procedures.

	Hattie Effect Size
Explicit Instruction Procedures	0.57
Direct Instruction	0.60
Mastery Learning	0.57

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

•Utilizing **explicit instruction** procedures.

- **Demonstration** I do it.
- **Guided Practice** We do it.
- **Checking understanding** You do it.

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

**Example –** Introducing the phoneme – grapheme association in isolation

**a**

1. (Point to letter.) This is the letter a. This sound is /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

**Sounding Out VC, CVC, CVCC, CCVC words**  
sip fit lip tip rim

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds. Say stop sounds quickly. Don't stop between sounds.)
3. Sound out this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word? (Glide your finger under the word.)

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

**Mottos:** *How well I teach = How well they learn*  
*How well they learn = How well I taught*

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**Explicit Instruction**

4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.

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## Elicit frequent responses

- Verbal Response Procedures**
    - Structured Choral
    - Structured Partners
    - Teams/Huddle Group
    - Individual – Random
    - Discussion
  - Reading Procedures**
    - Whisper Reading (Silent)
    - Echo Reading
    - Choral Reading
    - Cloze Reading
    - Partner Reading
  - Written Response Procedures**
    - Types of writing tasks
    - Whiteboards
    - Response Cards/Response Sheets
    - Writing Frames
  - Action Response Procedures**
    - Acting out/Simulations
    - Gestures
    - Facial Expressions
    - Hand Signals
  - Technology Responses**
    - Computers, ipads
    - Clickers, Pickers
- Benefits: Rehearse – Retrieve – Retain - Learning

4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.

**Motto:** *Learning is not a spectator sport.*

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## Explicit Instruction

5. Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

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

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5. Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

**Mottos:**

**Look carefully**  
**Listen carefully**

Circulate and monitor  
**Walk around**  
**Look around**  
**Talk around**

## Explicit Instruction

6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.

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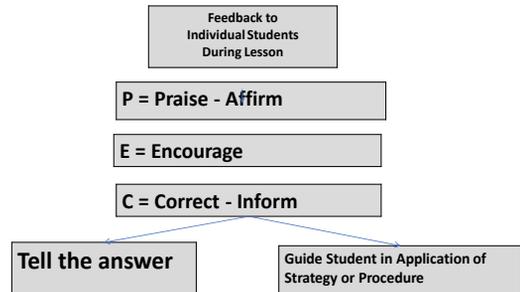
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	Hattie Effect Size
Feedback	.70

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**Motto: Affirm and Inform**

**Motto:** *Feedback feeds forward.*

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**Explicit Instruction**

7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

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**Deliberate practice** is goal-oriented practice consciously devoted to improvement of a skill.

**Retrieval practice** is a learning strategy in which students must retrieve information from memory.

**Spaced practice** (also known as distributed practice) is a learning strategy, where practice is broken up into a number of short sessions - over a longer period of time.

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**7. Provide deliberate practice, retrieval practice, and spaced practice.**

Practice	Hattie Effect Size
Deliberate Practice	0.79
Retrieval Practice	0.74
Spaced Practice	0.60

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7: Provide deliberate practice, spaced practice, and retrieval practice to ensure retention and **LEARNING**.

**Motto:** *Perfected practice over time makes perfect and permanent.*

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**Explicit Instruction**

8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING**.

Create a well-organized safe environment.

- Teach predictable routines. *Predictability predicts ability.*
- Provide clear expectations. *What we expect = What we get*
- Provide pre-corrections. *If you expect it, pre-correct it.*
- Provide acknowledgement. *Catch them being good.*
- Maintain a perky pace. *Avoid the void for they will fill it.*

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8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING**.

	Hattie's Effect Sizes
Behavioral intervention programs	0.62
Behavioral organizers	0.42

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**Explicit Instruction**

9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

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	Hattie's Effect Sizes
Teacher-Student Relationship	0.52

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9) Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

**Motto:** Connect. Connect. Connect.

- Be kind.
- Be kind.
- Be kind.
- Be kind.

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Poster



How well you teach = How well they learn

How well you manage = How well they behave

**Teach with passion. Manage with compassion.**

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## Thank you

- May YOU thrive as educators.
- May your students thrive as learners.
- May our schools be peaceful, productive havens for all.
- May we be kind to ourselves, to our fellow educators, and to the children that we have the gift to teach.

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