

**Explicit Instruction: THE Key to Increasing Academic
Engaged Time**

Session 2

**October 23-24, 2012
Double Tree Hotel
Charlottesville, Virginia
Sponsored by the
Virginia Department of Education
Office of Student Services**

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Session_2_2012_10_24.mp3

Continued:

8:00 am – Noon

Part 2: Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer

Author and Education Consultant

00:00:00

Dr. Archer: Thank you so much, and you got back on time almost all of you. Appreciate that, and again the question I was asked, I asked some very good questions during lunch. But a number of people asked me when is lunch? When is lunch? And so we are having lunch today at noon, and given the lovely weather, which might end soon. They have set it up so that we can eat outside, and have a lovely lunch so that will help us with, and it'll just be nice to have a moment not so close. Well we are looking at the structure of a lesson, and a lesson should have a, what everyone? An opening and a body and a closing, and we're now gonna look at the body and some research in relationship particularly to your work with having tier two and tier three.

00:01:05

Dr. Archer: And one of the things that I mentioned earlier but very consistent with the tier two and tier three teachers who made a difference is that they used what are referred to as instructional routines. That is that when they taught vocabulary they used certain steps again and again, or when they introduced sounds they always taught it the same way, or when they introduced a study skills strategy they did it the same way. That there were instructional routines, and so we're gonna watch a little video just to illustrate this point. And the video is actually of first graders, and they are children that, it was in southern California and they are all Hispanic Latino children.

00:02:03

Dr. Archer: But we're looking at it not for that reason, but for the reason that this really illustrates very well instructional routines. So you need a piece of paper where you can take notes, and this one if you want to use the Double Tree tablet you can. There were lots of tablets left yesterday too, and I would have been picking up the tablets. So what you're going to do as you watch this is that you are going to do three things; one is, for each group of words that I am teaching these students there is a instructional routine. So I want you just to attend as they are doing it, and see if you can see the instructional routine I'm using, the steps that I am using within it.

00:03:02

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: But I also want you to attend to what would be a good practice, and also what would be any missed opportunities. And so, and mostly you're going to find that focusing on good practices would be most helpful. And then we're going to practice again the feedback where we focus on good practices that would generalize and missed opportunities that would have really really made a difference. So you're taking notes, I'm taking notes and then we'll share. Now I do have to put this video in context, and I choose it because I wanted to illustrate instructional routines and this one is like perfect. But right away you're gonna see children that are in like costumes, and you might wonder oh why?

00:04:00

Dr. Archer: Well, the county office of education out of Bakersfield, California called me one day and said, we'd really like some videos of a teacher who is an English only speaker teaching Spanish only students, and to show how good instruction would look. I said, oh that sounds like a great project, but I'm booked this whole year. And they said, well surely you have a day. I said, you know, I only have one day October 31st. Now I know that's Halloween, they knew it was Halloween, but this was my vision of Halloween in an elementary school, you teach all day and at the end of the day you have a five minute cupcake party. That was not their vision; the children got off the bus in costume and masks. The teachers were in masks, the secretary was in costume, the principal had a mask and costume, and so, and it was a rural area where the kids didn't have really a trick or treating opportunity.

00:05:02

Dr. Archer: So in this little tiny town had two little tiny elementary schools, they closed the schools and all the children paraded down to Main Street, and they closed the orchards, the packing plants, downtown and the parents and all of the business people lined the streets throwing candy at the children as they walked by. All right, so when you see a child that is in a costume know that is why. So we're gonna look for those three big things, and so October 31st in a first grade class, and I am teaching their word recognition, their decoding lesson....

00:06:00

[Video - See Dr. Archer's PowerPoint presentation]

00:07:00

Dr. Archer: Have you ever had a moment of teaching where you are basically like totally unconscious? For example, trying to locate a sweater October 31st in southern California.

Explicit Instruction: THE Key to Increasing Academic Engaged Time

00:08:01

Dr. Archer: Oh my goodness, it's not going to happen.

[Video - See Dr. Archer's PowerPoint presentation]

00:09:00

00:10:00

00:11:00

00:12:00

00:13:00

Dr. Archer: Not recommended for high school.

00:14:00

Dr. Archer: Okay, so one minute to add to your notes in silence, and be ready to share with your partner in a second. [Tape cuts] --of all it is October 31st, and for first graders particularly students that all had Spanish as their first language are they doing fairly well, yes or no everyone? Yes, and that is what the whole purpose of explicit instruction is. This is a tier one class, but the teachers in kindergarten and in first grade are teaching them very explicitly to remove the gap that often occurs with English language learners, and is it possible this school from this very concerted effort have reduced the number of kids who needed tier two instruction, yes or no?

00:15:00

Dr. Archer: Yes, and so it is prevention also. But they are delightful, I felt like I should have worn a costume. Not, I did wear black and orange, but that was it. And you know, I noticed I was a lot older in that film too, so you're gonna share with your partners and twos you're gonna start and you're gonna say, one good practice was, ones you're gonna say another good practice was, and go back and forth. And do all of the good practices and then I'll stop and give feedback, and then you're going to talk about missed opportunities. But just do good practices and begin. [Tape cuts] Wow, it was just a joy to listen in because you not only had very good ideas, but you really picked and honed in on the ones that would make a big difference. So as I watched that video, first of all I had a total delightful day being at the school and going to the parade.

00:16:06

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: Oh god, but if there was one good practice it was the one for which we're focusing on, the reason I choose this is that for each set of words there was an instructional routine. And so for example, for this first group of words I used the same instructional steps with the first word as the second and the third and the fourth. And just to remind you of that, so looking up here and everybody, what sound? Good, and what sound? And blend it, shh, we are not going there, and everybody what sound? And blend the whole thing ship, and the word is ship. Actually an instructional routine that came out of the work of Louisa Moats, and I used it for each of these words.

00:17:05

Dr. Archer: Now when you look at tier two and tier three materials, and even tier one that are emerging you will see these kinds of instructional routines. And I've had teachers say to me well won't it be boring if every time we have this kind of word I'm saying what sound? What sound? Blend it, what sound? Blend it, and as soon as teachers say that I know that they've not recently read the research on motivation. Because the major factor in motivation is perceived probability of success. Perceived probability of success, do you believe you're gonna be successful, thus you want to put in effort, you want to try it. Versus perceived probability of failure, then you're less willing to put in energy and effort to it. And so let's just think about this for a moment.

00:18:00

Dr. Archer: And first of all I just want to do something because that is so distracting Archer. Yes it makes everybody nervous to see so much on your screen. So let's just do this. Okay good, now I'm happier and you know, you want the teacher happy. So here is the thing, every time I am teaching children anything there is the content that I want them to learn, in this case how to read these words, and the strategy for doing it. But then there is the task I am using, and if I am teaching what do I want the kids to concentrate on the content or the task, which one everyone? Content, now the only way that I can get all of their focus on the content is to hold the task constant.

00:19:00

Dr. Archer: So it doesn't demand cognitive energy, so that is the benefit to the children is that they know after the first word oh she must be gonna do this. So I can now focus on doing, sounding out this word because the same steps would be used. But if I changed in every word then cognitive energy would have to go to the task reducing its focus on the content. And so instructional routines then are beneficial to the students, but they're beneficial to the teacher because if I get these down and have some automaticity is it possible that I might have a more brisk pace in the lesson, yes or no? And when my pace is brisk then the actual errors of the children are reduced because

Explicit Instruction: THE Key to Increasing Academic Engaged Time

they're more attentive, so there is benefits both to the teacher and to the students for instructional routines.

00:20:01

Dr. Archer: So I was telling this teacher feedback, I'd say oh you used instructional routines allowing the children to focus on the content not on the task. And so we had a number of instructional routines, but I also would note that even though this was decoding that there was still embedded in it, what everyone? Some meaning of the words, and now this is hard unless you really looked at this video, but there is a very subtle reduction of the amount of assistance and support given on each word. And so over the course of doing these I faded out my assistance shifting the responsibility more and more to the students. And that was the same thing that occurred with the other groups of words, but here we simply had a different what?

00:21:02

Dr. Archer: Instructional routine, everyone, an instructional routine, so I asked them what sound. Are students more likely across grades to make an error on the vowels or the consonants, which one? The vowels, all the way through adulthood if they're gonna make an error it will be on vowels. Particularly for Spanish speaking children, because what differs the most is the vowels from English to Spanish. And so I asked them what sound, because they're likely to make an error on the vowel. And yesterday we looked at a video in terms of behavior, and I gave the kids a what everyone? A pre-correction, a what everyone? A pre-correction, I said turn around and waive at the teachers, waive at the teachers, now look at me. As a way to reduce that management problem. I pre-corrected it, but academically pre-corrections are equally important.

00:22:01

Dr. Archer: Meaning that when we are teaching we should always be asking ourselves what errors do we anticipate the students are going to make, and how can I correct it before they go to make it. So I think, oh they're gonna make an error on the vowel. I will check it beforehand, I will give them a what everyone? A pre-correction. Third graders are coming and they're writing a paragraph about their Halloween. And it appears that they still have not yet met a capital or a period. So might I want to pre-correct that before they go to write, yes or no everyone? Yes I am showing a video in the high school, is it possible that they could totally check out during the video, yes or no? Yes, so I pre-correct it. You're watching this exciting video by the curator of the British Museum about Beowulf.

00:23:02

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: This is the most recent video I showed, okay. And so on your paper fold it in half and write Beowulf on one side, and you are going to record the critical information that the curator of the museum shares about the document they have that's the only written document left of Beowulf. So do you need to take some notes, yes or no high school students? Yes, I'm pre-correcting it to increase the probability they will like do it, and so pre-corrections. But again for the first word I said, what sound? Sound it out in your heads. Whisper it to your partner, what word? Next word, sound it out to yourself, tell your partner, what word? So exactly the same steps so that the instructional routine allowed them to focus not on the task, but on the, what everyone?

00:24:04

Dr. Archer: The content, and then we did some long words. Now there is a really good reason for doing long words even in first grade. And that is when you look at children in fourth grade, fifth grade, and sixth grade who are low readers, and you ask yourself what separates the highest readers in those grades from the lowest readers the major thing that accounts for most of the difference is the inability to decode long words. The inability to decode long words, and our fourth grade, and our fifth grade, and our sixth grade teachers would tell you yeah that true. So what we've done in the past is in kindergarten and first grade only used short words, so then the kids not only haven't had the practice of reading long words but they are also inhibited by it.

00:25:05

Dr. Archer: They anxious about it, I can't read that that's a long word. So this teacher and the program they're using introduces long words from the get go so that they can generalize. And this, my research actually is in intervention, and intervention partly is teaching kids in fourth and sixth grade who are at risk how to read long words. And one of the strategies we teach kids is called loop, loop, loop. Not to be confused with looped, and so what part, what part, what part, what word, what part, what part, what part, what word? So if I'm a fifth grade teacher I can take a long word and divide it into the parts, and ask them what part, what part, what part, what word? So that they could learn the strategy for breaking a long word into parts, but again, and there were two words here, rocket and again the strength of this video was the use of instructional routines.

00:26:09

Dr. Archer: The same steps were used for one word as the next, so they could focus not on the task but on the, what everyone? The content, okay and then when I went around the room many of you had good practice in addition to that, and so I want you to look at your own list of best practice. Put your finger on another idea that you say, oh this was a good practice. So look it over, put your finger on anything else that you have, and leaving it right there, and so Amanda we're gonna listen to four. Amanda another

Explicit Instruction: THE Key to Increasing Academic Engaged Time

good practice was, so that there was a movement from easy to difficult right within the lesson.

00:27:01

Dr. Archer: Excellent and you were thinking? Making real life connections, we're going on the parade and we may get to yell. And so they even laughed at my first grade humor, woo. And yes? I'm thinking of a word, so it was a, and it was a routine. I'm thinking of a word put your thumb up when you know it, whisper to your partner, what word? I'm thinking of a word, put your thumb up when you know it, whisper to your partner, what word? So even that practice of meaning had a routine, and back here I'm looking for someone's finger on their ideas. And yes, yes and basically what I do is I basically model everything. And so for example if I wan the kids to think I will often stand there and model thinking.

00:28:02

Dr. Archer: Because I've noticed children don't fall into deep contemplation, and so they look up and see me. Now in kindergarten and first grade they'll just mimic you, in high school they'll think eccentric. But model everything that you want, excellent job. So we're going to now share what were missed opportunities, and I wrote down some that would make a significant difference in the lesson. And so I want you to talk over with your partner, if you were gonna share with me like just one or two, significant, it has to be significant not personal preference. Cause actually this was a pretty good lesson right? And it had perky pace, lots of responses, so there were many other things that were useful, but there were some things that could improve it. So talk it over with your partner, and go.

00:29:00

Dr. Archer: So you already said something, so tell me what it was? Missed opportunities. It was a pretty good lesson; I mean yeah the kids would, the only, well. Enough processing time, so did you notice the three young boys in the front who kept turning around to the girls? Okay, so newcomers. Less than a month in the United States, so they were doing quite well. But like click they missed, well probably they've never heard click and even though I'd given examples and we'd acted it out they still didn't know which word it was. [Tape cuts] --there is a need for some additional instruction for some of the lowest performing students, yeah. Yes dear. Why?

00:30:00

Dr. Archer: Yes they've already known that, yes. Well not, not, so I would review it by having, see when you review you ask you don't tell. So I would have them sound out words, now if they missed it like they didn't say the L in the blend then I'd stop and

Explicit Instruction: THE Key to Increasing Academic Engaged Time

reteach it. But review should be ask not tell because I'm asking to ascertain do they know it and have rehearsal. So, but I did a pre-correction on that, and it's, yes. Right, well because in our research we taught the students to put it into chunks, and we did not use exact syllables. [Tape cuts] When I was giving feedback to this teacher and I had observed the lesson were there for some students who had more difficulty with correct responses in the lesson did you notice any, yes or no?

00:31:05

Dr. Archer: Yes, okay so there was actually three, and two of them were two little boys sitting in the front who spent their whole time flirting with the two girls behind them. An early start in first grade, and they were pretty good at it all cute and smiling. Okay, but they were both newcomers, okay. And so they had been there less than a month, and so when I had them do click is it possible that that word had not yet entered their lexicon, yes or no everyone? Yes, so, so I would say to this teacher you have some students who are making some errors, and what are you going to do to support those three? Okay, now that teacher might say, well I am going to have a small group afterwards, but I would tell you that this would be the best bet.

00:32:02

Dr. Archer: And that is pre-teaching has significantly more power than re-teaching. Pre-teaching has more power than re-teaching. And so, and first of all are those three going to be pretty consistent over time, or is it just today that they're not doing well? Consistent or occasional which one? Consistent, it's gonna be pretty consistent, at least in this arena of decoding that they might have difficulty. So it's not like, oh you missed the word today that is such a shock. That's just not the way it goes, so you're able to identify those students through your data and what I would do with this group is I would pre-teach them. A study that's going on right now at University of Oregon right to this question looked at re-teach, pre-teaching and re-teaching, and the students made far more gains with pre-teaching.

00:33:03

Dr. Archer: And it happened to be a first grade study in decoding, and so they identified the kids that were low and they met with them in small group, and it was in the period before they had this class. They pre-taught the sounds, they pre-taught the words, they sounded out the words, they introduced the meaning of the words, and then they went to the class. And did they do better in the general Ed. class with pre-teaching, yes or no everyone? Yes, but what they found was it not, it benefited them because if the teacher says which word here means the sound that we make like this? Well those three kids know it because like they were just taught it, that word is click. And so they're thinking that they are learners so it benefited them but it also benefited the highest performing

Explicit Instruction: THE Key to Increasing Academic Engaged Time

students. Because if I've pre-taught it I won't have to do as much repetition in the lesson to facilitate the lowest children.

00:34:05

Dr. Archer: So that not only did the lowest children benefit but the highest children benefitted. Pre-teaching, now we're using that concept for much of tier two and tier three, and so I don't want you think it's just for like this situation. But small group instruction in advance to pre-teach the information could be used in many settings. Let me just share with you one that we're doing in high school. Many states require that the students pass algebra in order for them to graduate. I don't know about Virginia, Virginia does their own thing. But many states that is required, and so what we found was children failing algebra, failing algebra, failing algebra, and most of it was because they didn't have the arithmetic, the mathematical skills that would allow them access to algebra.

00:35:05

Dr. Archer: So we are now have a algebra class, and it is a extended algebra class cause we can identify from the data kids who are gonna have difficulty in math. So it's an extended algebra class, longer, but they have another period of math. And what we're doing is we are teaching the pre-skills that are arithmetic that are necessary for what they're going to be doing in algebra. And so we are pre-teaching it right before they're in algebra class. And are the kids doing better when we are pre-teaching it, not having them re-teach like taking algebra again and again? Are they doing better yes or no? And we have significantly improved the passage rate in algebra and the passage rate on the test, but we are doing it with pre-teaching not re-teaching.

00:36:01

Dr. Archer: So just put that as a thought in your mind, cause we have a lot of intervention this year and think about that or some co-teachers who in that situation could pre-teach a small group before they were taught the lesson in the whole group. All right, well the other missed opportunity, and if you only watch this video it was a missed opportunity and that is there were no individual responses. I didn't check individuals in the video. I actually did, they stood up and they lined up, and they had to read two words in order to get back to their seat. And then the ones who missed I kept and they did it with the next person till I had a group of five doing it with everyone. And so they got lots of extra repetition, but it's not visible in that. So raise your hand if you had another suggestion for me, cause I am very open as a growth mindset teacher. Yes.

00:37:00

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: I did, oh honey you got that too. I hoped you wouldn't, I mean I just talked to you about, and there I went. Now luckily I, I followed up by, you're smart, because you did significantly better and yesterday, and you're really looking at the words and putting in energy. It's like I caught myself, but good job noticing. But it's such an easy habit to get into isn't it? And so you fall right into it, nice noticing we'll both work on it okay. All right, so well going back to our handout any questions on that before we leave? Yes. Yes. No. I mean in intervention materials it would be that when you're introducing a new sound that will be the routine that's used. What sound, blend it yes.

00:38:02

Dr. Archer: And to be honest you know, again teachers say that the kids are gonna be bored, we don't find that at all. We find that they're having, experiencing success and so that takes care of that. Teachers say I'm gonna be bored, well get over it. Because it benefits children, everything that we look at, everything we should look at should be from the perspective of will it benefit our clients, our children, not just the teacher. And not only that really there are still many things that teachers have to think about. Should I go back, should I correct this, how should I praise them, should I pick up the pace? There is so much to think about but that having the foundation of routines is actually a great support to the teacher. There was a hand over here. Yes dear.

00:39:00

Dr. Archer: I would hope not Sandy, I think I've got my sounds down I'm sure I said uh, but-- Maybe, or, or maybe it's like Virginia pronunciation. What I've noticed is what is very fascinating is when I met you individually that there is, it's a small landmass in Virginia. But definite regional differences in pronunciation, oh big time differences. Yes. Why did I choose those words? Yes, right so you know, because you got the clip you didn't get the whole lesson we would hope that you're absolutely right, that I introduced what we were gonna do and I introduced the activities that would be excellent. The words were chosen because they're going to be in decodable text that they're going to read.

00:40:01

Dr. Archer: And now in terms of stating the goal if I am teaching kids, and these kids start mid august up to October 31st, and every time we are sounding out the words I probably don't have to reiterate the goal over time. I mean I can say we're gonna sound out these words let's begin. But so we can fade it based on the fact that they know what we're doing and we've done it many times. All right, well would you turn to slide number 17? I'm going to borrow some of your water is that all right? I have to give it back. Don't give it back.

00:41:00

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: ...Okay there was one more question before we leave that, is why did you just say what part, what part, what part and not talk about all the rules for dividing rules into perfect syllables? My research is on teaching longer words, and out of it came a intervention program called rewards and then later rewards plus that teaches kids how to read long words who are in tier two and tier three. And we looked at teaching initially the rules on syllabication, rules such as when you have a long word and you have two consonants together you divide between the consonants. When you have a word that has a blend in the middle of the word you divide before the blend.

00:42:02

Dr. Archer: But if it's not a blend, if it's a diagraph you divide after the diagraph. Now if you have a consonant vowel consonant, or a consonant consonant vowel consonant you want to divide after the consonant and give it the short sound. But if it a consonant vowel, or a consonant consonant vowel, an open syllable you want to give it the long sound. Now if you have a prefix you want to divide after the prefix. If you have multiple prefixes divide after all of them. If you have a suffix divide before the suffix, and then before each of the suffixes in the word. Okay so those are the short summary of the syllabication rules right and you asked that question okay. Where is the challenge when we worked with older kids and why we didn't teach all those rules? One is a study that found that the ability to divide words into perfect syllables was actually not highly correlated with the ability to read long words. In other words one did not lead to the next.

00:43:00

Dr. Archer: That, we could have students who were excellent slashers, could put it into syllables, but poor word readers. And we could have the reverse, which would be excellent readers and poor slashers. And not only that our minds are not very rule driven, our minds are pattern driven not rule driven. In fact you don't ever have a long word and say oh I better break it into perfect syllables, are there two consonants together I'm gonna divide there. Is there an open syllable divide after, is there a consonant divide the consonant, is there a prefix? Instead you look at it and you basically do this, the adult mind they peel off the prefixes, peel off the suffixes and look for vowels in the rest of the word. So the strategy that we ended up teaching kids was peel off the prefix, peel off the suffix, and then look for the vowels. And then say the parts thus the loop, loop, loop. Say the parts and say the word.

00:44:00

Dr. Archer: So that is sort of our research that we've been doing with older kids on long words, but let us move right here. Now there are some generic types of instructional routines, and before I do this let me just talk about the three categories of things that we teach, which makes the generic instructional routines make more sense. That

Explicit Instruction: THE Key to Increasing Academic Engaged Time

sometimes I teach just a plain fact, and just information and information that you want to retain. For example, maybe I want you to know this, looking up here. The capital of the state of Oregon is a small community called Salem, so our capital is what everyone? Salem. And so I just give you the opportunity to rehearse that fact, to dig a neural pathway and retain it.

00:45:06

Dr. Archer: But I also teach you how to do a skill, how to do a strategy, in other words I teach you how to do things, and for example, raise your hand if you do teach first grade. So you teach kids to do what I just did, how to sound out words and how to make it a real word. And raise your hand if you are a third grade teacher. So lots of you, and one thing you're teaching your kids is how to figure out the meaning of a word given context clues. Read the sentence, read the surrounding sentences, make a good hypothesis about the word, try it in the sentence. Ask yourself does it make sense? Raise your hand if you are a fifth grade teacher.

00:46:01

Dr. Archer: So you are working on having your students within longer essays write coherent paragraphs with a topic sentence and related details, and maybe even a transition word or phrase. Raise your hand if you are a middle school teacher. So you're teaching your kids in your language arts when I met you right, and so you're teaching them how to write that opinion essay and other kinds of written products. Raise your hand if you are a high school teacher. So met some of you, and I'm certain that you are in social studies teaching your kids how to do things, such as how to take Cornell notes so that they can record information. Or maybe you're teaching them a strategy that for example, Doug Carnine did research on strategies in social studies that there is a conflict, some action is taken, and that action leads to an outcome, which often leads to a conflict, which leads to action, which leads to an outcome.

00:47:09

Dr. Archer: And all historical events could be analyzed within that framework, so we teach kids how to do things. And there is a pedagogy that goes with it, instructional steps that goes with teaching them how to do something. But we also teach them in math and science and social studies, we teach them what is a concept or vocabulary. And or, what something is, and that requires like a whole different pedagogy, instructional routines that we might use. So we're gonna look at both of these because almost all teachers teach their kids skills and strategies, but also teach them concepts and vocabulary.

00:48:01

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: All right, facts are the easiest to teach because basically they learn them through rehearsal and through expansion of information around it that makes it more memorable. But these we're going to attend to, and the first we're going to look at is teaching a skill or strategy. And when you look at the research in this area there are certain steps that teachers are wise to use if they're teaching kids how to do something. Madeline Hunter in the 80s and 90s, premiere educator, made it out to Virginia occasionally, some of you saw her. And she talked about demonstration, guided practice, checking for understanding, see I think almost all of us had that in our teacher-training program. Demonstration, guided practice, checking for understanding.

00:49:00

Dr. Archer: We have some special Ed. teachers here who have used direct instruction materials, and there they talk about model, lead and test. But in 1977 I wrote an article, some of you were not yet born, I wrote an article that talked about teaching strategies, and I used the blue wording here, which is now quite widely used. That first I do it, and then I guide students in doing it, we do it, and when the students begin to see proficiency then you do it. So for example, raise your hand if you are that third grade teachers. So you're teaching your kids context clues, and I figure out the meaning and demonstrate the strategy, then I guide you in doing it, I guide you in doing it, I guide you in doing it, now you're looking good, now I have you do it. Raise your hand fifth grade teachers.

00:50:00

Dr. Archer: So we were teaching your children how to write a coherent paragraph. I model writing a paragraph with a topic sentence with related details, and connecting words. And then we write a paragraph, we write a paragraph, we write a paragraph, we write a paragraph, and then I begin fading my assistance. We write a paragraph, today you write a paragraph cause your Virginia state test is tomorrow. But it goes right through high school, so watch me analyze this as to the conflict, the action, the outcome, and the subsequent conflict, action, outcome. Then we do it together as we look at different historical events, now you do it and write up your analysis. So it's the same thing, I do it, we do it, you do it.

00:51:00

Dr. Archer: And so these steps we can do over time, and I just articulated what they might look like on your next page. And so here we have the I do it, where we're going to demonstrate or model. And that simply means that I am going to show you how to do it, and tell you how to do it. And if it's long so you don't go to sleep I'm going to give you, or gain from you some, what everyone? Some responses, so basically demonstration is show and tell. I show you how to do it, I tell you how to do it, I tell you also what I'm

Explicit Instruction: THE Key to Increasing Academic Engaged Time

thinking, and I gain responses. So I am going to teach a little lesson that I taught in middle school that was a skill, and we are going to look at the parts of that lesson as I teach it, and you're gonna have to look up here.

00:52:02

Dr. Archer: Because you do not have this, or actually on this side you do not have it as the PowerPoint. But I did give the Virginia Office of Education, cause I'm certain that they have a website and they're gonna put up here how to get this, all of the handouts from today in PowerPoint form or doc form so you could use them and adjust them as you wish. And these examples are all there too, some examples from yesterday, some examples from today. So let me just tell you the situation, this was in a class for 7th graders in middle school language arts, and the students had been writing narrative stories. And but many of them had no, no paragraphs in their stories. So they might have like two pages, and it's all one paragraph. So I was asked to teach a lesson on how to add paragraphs to narrative writing.

00:53:03

Dr. Archer: Okay, and so while I pull that up I want you to turn back for just a moment in your handout to the slide number 14. Now this is where I wish I could show both of them simultaneously but I can't, so just hang there for a second.... Okay we have it here, but this will be the fastest way for me to relocate it.

00:54:00

Dr. Archer: ...Okay so you are my 7th graders, and looking up here. Students today we are going to continue our work on writing a story, and we call that kind of writing, what everyone? Narrative, and as we looked at some of the stories that you've written recently one of the things that we noticed is that many of them did not have paragraphs. So we're going to look at how do we add paragraphs to a what everyone? A narrative, teacher talk so first thing I did in the opening of the lesson is I gained your, your what everyone? Your attention, okay and then I shared with you the lessons goal.

00:55:00

Dr. Archer: But I probably should also if there is something relevant do some, what? Review some, what everyone? Some review, and the review should be, what everyone? Interactive, okay. So before we look at doing paragraphs in narrative let's go back and look at our last unit, which was on what kind of writing everyone? Informational text, okay. And there we added paragraphs, and twos tell your partner what we had to think about when we added paragraphs in informational text. Tell your partners twos and go. Okay, looking up here and as I went around you said something similar to this, that if we

Explicit Instruction: THE Key to Increasing Academic Engaged Time

were going to add paragraphs breaks in informational text each paragraph would have to have a, what everyone?

00:56:12

Dr. Archer: A topic, and often that would be within a topic sentence, and it has to have supportive, what everyone? Details, and we would put in a paragraph when we moved to a new topic, and then it would have what everyone? Supporting details, now remember that last essay that you wrote, many of you paragraphs then cause they contained topic and related details were about the same length. But when we do narrative we are going to find that the paragraphs could be very different in length. You could have one word as a paragraph in narrative, but never in informational text. You could have two pages could be one paragraph; so one of the big ideas is they vary in length.

00:57:00

Dr. Archer: So when we do narrative they're going to, what everyone? Vary in length okay. So teacher talk here, so I went back and did a little, what? Review, a little what? Review, and in the review was it interactive or not? It was interactive, excellent. And I didn't start by telling information, I asked it. Review always is asking not telling, asking not telling. Because I'm asking to ensure that you know it, and if you don't then I'm gonna tell you. But I don't tell you, it's asking to verify your recall of the information, and then I will tell only if you have forgotten it. So, and also I just want to tell you another thing that is useful is to think of the errors that students might make. Now we have been working on a unit on informational text for quite a while, might they think that paragraphs are always a specific length?

00:58:01

Dr. Archer: Might they think that yes or no? That's definitely gonna be their misconception going into the stories, in fact some kids would just try to like add it, okay it's about the right, okay that's about the right, oh that's about the right, and so right away we have to think of the errors they might have, the misconceptions and take care of those. Now, I am going to introduce a strategy to them, and it's really factual information that I want them to remember. And when we have factual information the big thing is will they need some rehearsal in order to retain it, yes or no everyone? Yes okay, so in our book it gives us some tips for adding paragraphs to a, what everyone? A narrative, now I have simplified these so that we can learn them with ease. So here is when we're going to add a new paragraph.

00:59:03

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: When there is a change in the, what everyone? The speaker, or when there is a change in the, setting. Or a change in the, or a change in the, we are gonna add a new paragraph. So a change in speaker, setting, situation and time, notice that we've got S, S, S, T. So that's might be a good pneumatic device for us to remember this, and so I want you to study this because in a moment one of you will have to tell it to your partner without looking. So study when do we need to add paragraphs? Studying to yourself, and twos tell your partner when we might need to add a paragraph.

01:00:02

Dr. Archer: ...Yay, and looking up here you said, we might have to have a new paragraph when there is a change in the speaker, or the setting, or the situation, or the, excellent tell your partner when we might need a new paragraph and go.... Okay, fall silent. So that is information that I wanted you to remember, but what I see often is that we just briefly cover it, we just say things like when you need a new paragraph, let me get that back on.

01:01:02

Dr. Archer: You have to, when it's a change in the speaker, or the setting, or the situation, or the time you need a paragraph and move on. But then the students won't retain it, thus you can't use it. So basically the rule is if it is factual information that they need to retain would we need to give them some opportunity to rehearse it, yes or no everyone? Yes, that is what, now not everything do we need to do that for, but if they need to retain it we need to rehearse it. Well lets look at this story, and are there any paragraphs in this except one, is there anymore than one, yes or no? No and you know, this makes it really hard for the reader because it seems like such a daunting task, such a big task here, and not only that the paragraphs help the reader comprehend it.

01:02:01

Dr. Archer: So we are gonna add paragraphs to this story, my turn first. Teacher talk, when I go to model it I always announce it because so many kids want to like take my turn. I always say my turn, so I am going to look at this and see if I need to add paragraphs. Now so I can manipulate this I'm gonna put it right here, and make it a little bit larger, and so we can actually add paragraphs to it. Just wait one second; I'll get this as big as I can. Let's see if I, all right.

01:03:02

Dr. Archer: So everybody read the title with me, a trip to grandmas. Okay, so I read the first sentence, and help me out. Read it with me, and go. Jenetta dragged her suitcase down the stairs, across the porch, and helped her dad lift it into the trunk. So I say to myself, okay this story begins with her taking luggage out to a car where dad is, and so

Explicit Instruction: THE Key to Increasing Academic Engaged Time

now I want to know do I need a paragraph here? So everybody read the next sentence with me. You've got enough in there for a month, dad said laughing out loud. So I say to myself, was there a change in speaker? There was actually no speaker in that first sentence so there can't be a change in the speaker, and is there a change in the setting?

01:04:00

Dr. Archer: Okay, out at the car, out at the car, no situation, loading that luggage, loading that luggage, no time, same time, oh I don't need a paragraph here. And then I go to the next sentence and I say, I want to be certain I don't need to add a paragraph before this sentence. Reading it with me everyone, you're going to grandmas for only two days. So I say to myself, was there a change in the speaker? Dad was talking, dad is talking, no. Was there a change in the setting? At the car, at the car. Situation, loading up the luggage, loading up the luggage. Time, same time, so I do not need a paragraph there. But I wonder if I need one here, and read it with me everyone? I know, answered Jenetta, grandma is taking me out during the day and at night.

01:05:00

Dr. Archer: So again I ask myself, was there a change in the speaker? Yes, it's my turn. Dad was talking, and now Jenetta is talking, so I say yes I need to put in a paragraph right here, and we can do that by our spacing. Now we're going to do it together, but before we do that, and it's really bad when you lose what you're just done. There we go, so I modeled that strategy actually a number of times, and did I show you how to use the strategy, yes or no?

01:06:01

Dr. Archer: Did I tell you how to use it, yes or no? Did I tell you what I was thinking? See that's the part that often makes the big difference, I ask myself, I wonder if, I tell myself and so you take what is in your head and make it overt. But this is obviously the highly gifted group, so I want to move from the modeling where I show you how to do it, I tell you how to do it, I even have you participate by reading it with me in this case, and move to the we do it. Now when we do the we do it we're basically guiding students through it, what's the step? Do it, what's the step? Do it, what's the step? Do it, step do, step, do, step, do, step, do. One day I had teachers write down when they heard step do, which was very interesting.

01:07:00

Dr. Archer: We had two very different groups; some of them were walking out in the morning dew, step dew. Some of them were following them and their dog stepping in the do, and so a totally different vision. The only time I got totally a different vision was

Explicit Instruction: THE Key to Increasing Academic Engaged Time

in Texas, and I was in Texas and I had to write it down, and many of them wrote down line dancing. Step do, step do, step do happens do be one of the big moves, and I said, wow that's so interesting, but if you were to go to that community on the northern border of Texas and turned on the television they have three 24 hour line dancing stations. You could dance at any moment. It's not happening in Virginia, home of great dignity. All right, so be my students.

01:08:01

Dr. Archer: Now we are going to do this together, and looking here we have just read this sentence, but let's read it again so it's in our mind and go everyone. I know, answered Jenetta, grandma is taking me out during the day and at night. So we want to know if we need a paragraph here, and so read the sentence with me everyone. Dad parked the car next to the train station, don't say an answer yet. Let's look at our questions, so Jenetta was speaking is there a speaker in the next sentence, yes or no? There is dad but he's not speaking, and here is Jenetta and they are talking outside of the car as they put in the luggage now they're at the, what everyone? The train station, was there a change in the setting, yes or now?

01:09:00

Dr. Archer: And so would I need to add a paragraph yes or no? Yes okay, and so right there I'm going to add a paragraph, and let's look at the next sentence, and so everybody read it with me. Let me put another space in there so it's really obvious our paragraphs, and let me raise that up for the people in the back to see. It's in the wrong place, oh, oh, thank goodness I have a classroom of helpers here. And how about here? How about here? Yes, okay and so now go where the cursor is going, and read the next sentence with me and go. Crowded with people, the train station looked as if everyone in Cross Junction was traveling some place.

01:10:07

Dr. Archer: So we ask our self was there a change in the speaker? Yes or no? Was there a change in the setting, yes or no? Train station, train station, and was there a, a change in the situation? Well now as I look at this, it's sort of describing more about the train station. Okay, and so tell your partner if you think we should put a paragraph right here, talk it over with your partner and go. Up here, raise your hand if you said, no we don't need a paragraph. Okay raise your hand if you said, well as the author yes I might put in a paragraph. Okay.

01:11:01

Dr. Archer: Now here is the thing, unlike informational text where everybody would have the paragraphs in exactly the same place because it's a new topic and details, there is

Explicit Instruction: THE Key to Increasing Academic Engaged Time

some choice by the author about paragraphing in a narrative. But most of you said, no it is still talking about the train station, so I'm going to leave the description in it. And everyone; read the next sentence with me. The train line, like a snake slowly slithering across the yard, thought Jenetta. Okay, and so I want you to think about this for a moment, and ask yourself is there a change in the speaker, the setting, the situation, or the time. Thinking about it, and talk it over with your partner and go through each of those to see if you think we should have a paragraph here. And talk it over with your partner and go.

01:12:05

Dr. Archer: ...[Tape cuts] So looking up here, and most of you when I went to you said, they're still at the train station. This is a continuation of the description of it, and a number of you also said, she's thinking here, but she didn't speak so there is no change in the speaker. And it is still the same time period in the train station, so the majority of you that I listened to said, no we don't. Now you could have said, well she's thinking to herself, but that is a speaker and so we might put it here. But most of you said, no.

01:13:00

Dr. Archer: And raise your hand if you're thinking this could still go with the other sentences about the train station. Okay and so we're gonna go with that idea, and let's look then at the very next sentence, putting it high so you can see it but not that high. Okay, and I would love to have it up there as a PowerPoint but you can't manipulate it, so that is the problem. Well, okay well just you can't see that though. Hmm, I guess I'll get to read it to you, since I have taken it out of the white zone and I have no idea how to get that back because it's below there.

01:14:00

Dr. Archer: And so, actually I, so the next sentence says, finally dad purchased a ticket for Jenetta, and they walked to the waiting room. And so listen again, finally dad purchased a ticket for Jenetta, and they walked to the waiting room. And I want you to talk over with your partner, did you think there was a change in speaker, setting, situation or time. Talk it over with your partner and go. No I don't think so, it's because of the slide, it's on a PowerPoint and this is below it. So I probably should have put it on a word doc. Okay, looking up here. Now, once again as we looked at this many of you said, well they are moving to the waiting room and so a change in situation.

01:15:09

Dr. Archer: And the majority of you suggested that. Some of you said, no excellent good. That it is still talking about what they were doing in the train station. But when I looked at this and I heard many of you say the fact that they're going into the waiting

Explicit Instruction: THE Key to Increasing Academic Engaged Time

room that I might choose to put that in another paragraph. But remember this would be a choice of the author when it is one that's not perfectly clear then the author gets to choose. Now teacher talk, is this a little bit of a difficult strategy yes or no? Yes, okay now is it possible that I might have to do a lot of we do it with the students to get this, yes or no?

01:16:00

Dr. Archer: Yes, okay and I did, but even as we did it I faded it from very heavy scaffolding, asking you every question to telling you to think about it and share with your partner. Then tell you to do it with your partner, cause your partner is still part of the we do it and scaffolding. So I'm fading it even as we are doing it here, and if you look then really good I would check your understanding and have you do it on your own. This day we actually did two stories together after I modeled it, we did it together, and after we did two stories then they did their own on their own. But it reminds us that something that appears so simple to us needs very explicit instruction, and had these seventh graders discovered how to do paragraphing, yes or no? No the original paragraphs, original stories were just one big paragraph, so going back to your handout, and let's just look at those steps one more time in terms of teaching.

01:17:10

Dr. Archer: And so go to slide number, I think it is 17 it might be. Yes, and so there when I taught it first I did I what everyone, and I do it. Everybody first I did a, I do it. And then I did a, what everyone? A we do it. And then did a, you do it. And when I did the I do it basically you would show them how to do it, and tell them how to do it, but also what you are thinking. And if it's a long model you had better gain some, what everyone? Some responses. Now let's say that I was not teaching this gifted group, but a tier two group.

01:18:02

Dr. Archer: Do you think that it would be wise of me to maybe model it one time, two times, three times, four, five times, six times, seven times more. Would that be a wise thing to do, yes or no everyone? Yes, I made you say that because I don't want you to forget this, the answer is no. The answer is no. Even if I have tier two and tier three I don't want to do I do it, I'm getting very good but I will never take the Virginia State Test. As soon as possible I want to move into the we do it, which is the powerful part of the lesson. It is not the I do it, it is the we do it that is the most powerful part, and I do see sometimes in intervention in special Ed. teachers doing I do it, and they're getting better but their children aren't.

01:19:03

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: And so let me take a moment just to put this in perspective. Cause this to me is such an important lesson from what we know about instruction. So we often talk about three different groups of kids, tier one, tier two, tier three, and so let's say that I have tier one. And I'm teaching that skill that we just saw, and it might go like this. I do it, I do it, we do it, we do it, we do it, we do it, then I fade it out we do it but they're looking very good. So then I check their understanding, oh you do it and maybe I have a tier two group and the instruction might look like this, I do it. I do it. I do it. We do it, we do it, we do it. We do it, we do it.

01:20:06

Dr. Archer: We do it, we do it, now they're looking really good and you do it. But then I have that tier three special Ed. group, and it might look like this. I do it, I do it, I do it, we do it, get out another story. Now I fade it a little bit, we do it, we do it, we do it, see you after the holiday. We do it, we do it, now you do it. In other words the big difference is not in the number of I do it, but in the amount of guided practice, the number of what everyone? We do it. That is where the difference is in a research study by Sharon Vaughn she found that students in special Ed. often need ten to thirty times as much practice for retention as students that are in tier one.

01:21:08

Dr. Archer: And so that tell us exactly why we have tiered instruction, so that we can have lots more guided practice before they're doing it on their own. Okay, to me this is really really important. I even often am at the homes of one of my nieces and nephews, and I have to teach them this. The first thing I teach them is as parents, is teaching is better than yelling. Okay teaching is better than yelling, but some of my nieces and nephews they are always, watch me do it, and they're not shifting the responsibility to the we do it, let me guide you in doing this. So the last time was also with Will, who is now a little bit older I used earlier.

01:22:00

Dr. Archer: And his father is making a fence, and Will is out there watching. So he said, you know, watch me hammer, watch me hammer, watch me hammer, well the kid is only gonna pay attention for so long at the age of eight. And so, I said well now why don't you shift it to him? And I said, come here Will, and just one more time Will notice how I'm holding it. And I hammer it in, but that's not all the way in so I hammer it again. So Will put your hand on it, we'll do it together first okay. And so you got to swing way back, and oops we missed it we better try again. And so do it again, okay let's try do it again. I think that's very good Will, now it's your turn. Would you hammer it all the way in? And his father said, oh really? I said, yes here is your poster I do it, we do it, you do

Explicit Instruction: THE Key to Increasing Academic Engaged Time

it. He did get a poster also cause he's a coach, and I said the same thing for you as a coach.

01:23:03

Dr. Archer: I model it, we do it together where I scaffold and support you, then you do it. But what differs is the we do it. Now let me just use a perfect story for this; when I turned 60 I got a beautiful big birthday card from the woman that I've written with for 30 years, Mary Gleason. And in it was an article, bit beautifully 65, oh it's glorious 60 year old, but inside she had an article from Scientific America, and it was about aging rats. And it talked about how they had determined that even aging rats were getting new neurons, but if they didn't do something that was difficult that they hadn't done before that neuron would die with 14 days.

01:24:01

Dr. Archer: She highlighted this, I felt it was like a message and that she was trying to tell me start doing some difficult things you've never done before because you can't afford a dead neuron. So I decided to at 60 to take a class I hadn't taken in college, which was calculus. So I sign up at MIT for an online calculus class, a semester class and two years later I wrapped it up and got an A in it, but then I said, well you know, okay I get it. I was supposed to do difficult things that I've never done before, but I'm going to add another qualifier. Difficult I've never done, but I like. I thought that would be useful, and so if you read the books on aging brains they'll tell you learn a language, a new language or learn an instrument. I went with the instrument.

01:25:00

Dr. Archer: And so I took up the cello, and so I got a beautiful cello and then actually I got another beautiful cello, and then I got another beautiful cello. Actually my teacher recently said oh I think you're better at buying cellos than playing cello, I even have an antique 1780 cello from England. A beautiful cello, and that no beginner has ever touched before me, but anyway, and so I started taking cello lessons. Now what I would hope is that my teacher would know how to teach a skill, but Hamilton teaches only very advanced students so his model of instruction was the, you do it model. At the end of a lesson he'd say here is some music, practice it, good luck, and so this wasn't working for me.

01:26:01

Dr. Archer: So I had to bring in a poster, and teach him teaching. And so I said, Hamilton you know, most of your students are very advanced. They are at the point where they could use structured discovery, but I'm at this end of the continuum and I need very explicit instruction. And as it turns out I am a tier three cellist, and it's the first

Explicit Instruction: THE Key to Increasing Academic Engaged Time

time in my life I've been tier three but it's obvious. And so, I said, what you need to do is first a, what everyone? An I do it, you need to model it and you need to model just a part of it, and it needs to be slow. And you might even articulate as you're doing it what you are doing, so you need to do show and tell. He said, okay and so then he modeled, and then I said, now next don't ask me to do it, no, no, no Hamilton, next we're gonna do a, what everyone?

01:27:01

Dr. Archer: A we do it, you're gonna play with me so that I can hear the notes and know if I have the right note. You, I want to hear the rhythm of it, and we're gonna do it together really slowly. And then we can pick up the pace next week, and a little bit more and then when I really have it then you can say Anita play it and you can give me feedback. So our lessons have transformed, but then one day he came in and he said, you know that I do it, we do it, you do it? Well you know, I'm using it other places. It actually works with some other students, oh good job. So I'm writing a little book probably for myself, but what cello has taught me about instruction and it certainly taught me something there. So, but everything we teach is not a skill or strategy, some of the things that we teach are concepts and vocabulary.

01:28:04

Dr. Archer: So all of you would you hop over to your, not your next page I've got to get you to the right place, and go over to 23. And so we might teach, actually go back to 22, we might teach vocabulary and concepts. In fact, no matter what class we teach we are going to teach vocabulary and concepts. And there are some things that we have to think about, and one thing is how many we're going to teach, in fact most researchers in vocabulary believe that the most important thing we do in teaching vocabulary before they read that chapter in a novel, the vocabulary before they read a passage in a reading, the vocabulary before they read science or social studies, the vocabulary in math is that we have to consider how many words are we going to teach them and select the right words.

01:29:17

Dr. Archer: And over here we had some language arts teachers from the middle school, high school, and I can tell you some of the short stories that you're reading the students might not know like 30 words within it, and they're very good language arts teachers. But do you think students can attain 30 unknown words in one session, yes or no everyone? No, and it's all because we have limited working memory. I mean the studies starting in 1922 found that the human being no matter how brilliant they are have limited working memory. How many pieces of new material can you be processing at one time?

01:30:00

Explicit Instruction: THE Key to Increasing Academic Engaged Time

Dr. Archer: The earliest studies said seven, and that if you go beyond seven you get cognitive overload. So the first thing we have to do is be selective about the number of words that we are going to teach, and I'm always asked well how do you decide which words you're going to focus on? And so that criteria is right here, and it's useful if you would pick words that are what everyone? Unknown, one day I was teaching in fourth grade and the core reading program had as the first word on the list the word secret. Now is it possible there are some fourth graders who know secret, yes or no everyone? We're talking everybody, we're talking the English language learners, the included special Ed. students, they've had a secret, they've betrayed a secret, they've heard a secret, they've mastered secret, skip it. So we're looking for words that are unknown.

01:31:03

Dr. Archer: And words that are very what everyone? Critical, now actually in informational text it's very easy to figure out what are the critical words that you need to know in order to understand it? If I'm going to read a science chapter about photosynthesis and cellular respiration might I want to teach cellular respiration and photosynthesis beforehand yes or no everyone? Yes, harder in narrative, but even in narrative you have some words that if you don't understand the meaning you're not gonna get the gist, so and but the big idea here is this. We would like to put our focus on words that the students might hear in the future, say in the future, write in the future, read in the future. Something that would empower them, and so you probably are aware of the research by Isabelle Beck given that they were in Pittsburgh on the East Coast, and so Isabelle Beck and Margaret McKeown.

01:32:09

Dr. Archer: And they talk about three tiers of words, not to be confused with response to intervention tier one, two, and three. In fact when they first talked about intervention tier one, two and three by Sharon Vaughn wrote an article. It was exactly the same summer that Isabelle Beck wrote a book on vocabulary and used the term tier one, tier two, tier three. And they're friends I said, well why didn't you call each other? Say, you know, I'm using tiers go with levels, but they didn't so this is unrelated. And so they said, well one tier of words are words that are very what everyone? Basic, the kids know these words, even English language learners they know the concept it'll be easy to get the English, the label for it. But the next set of words are words that are in general use by mature adults sitting in this room, but they're not words that they're going to hear often in their home.

01:33:08

Dr. Archer: But they might hear it in many many different domains, many different settings. For example, the word what everyone? Concentrate, and so the librarian might

Explicit Instruction: THE Key to Increasing Academic Engaged Time

say get a book, sit down and concentrate. The principal might come in and say you know your Virginia test is tomorrow, you need to concentrate so they could hear it in numerous places. The next word, absurd. You know, I've found that no matter what state I was in during the political season I have been able to stuff this word into every conversation. It just is working so well, and so these are the words that we'd particularly want to emphasize. The tier three words are rare words that only happen in one domain, so if I'm teaching biomes I might introduce the word, what everyone?

01:34:04

Dr. Archer: Tundra, but they're not likely to hear tundra from the middle school language arts teacher. I might teach foreshadowing in that class, but they're not going to hear foreshadowing in the science class, so these are domain specific words. And we have to teach both but the big idea for, we have majority of elementary teachers here is to teach these words that they will particularly find useful in the future. Now, when we return we are going to practice this, but lunch is awaiting us cause I can see them checking this. But wait, wait, at the end of a lesson a few minutes beforehand what should we have everyone, a closing. We can't just rush to lunch, not only that I'm not close enough.

01:35:00

Dr. Archer: And so let us just do a quick review and of course the review needs to be what everyone? Interactive. So we looked at the structure of a lesson that has an introduction, a body and a conclusion and ones whisper to your partner what are three general things that we might see in an opening of a lesson? Ones whisper to your partner and go. Okay looking up here, so in the opening of a lesson I might gain your what everyone? Your attention. I might give you an idea of what we're going to learn the goal, a what, preview. Preview, and I might go back and do some; review of the critical pre-skills, critical knowledge, but the review would need to be what everyone?

01:36:03

Dr. Archer: Interactive, and then we'd have a closing to our lesson, and other partner tell your partner what would be in the closing go. Excellent, excellent and at the end of the lesson we might do exactly what we're doing here we might have a little what everyone? A little review, and it would be what? Interactive, and focused on the most critical content, and then I might even give you independent work such as, have a good lunch. And then we looked at the use of instructional routines, and ones pretend your partner was not here and explain to them not only what an instructional routine is but also what is the benefit to children? Twos help them out if they've forgotten, ones tell your partner and go.

01:37:04

