

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

**Session 3**

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# Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Continued:

1:00 pm – 3:00 pm

Part 2: Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer

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Dr. Archer: I am gonna do an opening of a lesson, first I should gain your what everyone? Your attention. So just a reminder of, all devices are away unless you're taking notes. And we are going to be doing this this afternoon. We are going to continue looking at the systematic part of explicit instruction, and then we're going to look at practice, and at the very end of the day you'll have about 15 minutes to talk with the group about how you might personally implement it, but then some ideas of what was particularly critical that you might want to share with other groups in your division. And forgive me I haven't quite gotten down the division language versus district language, because it's again uniquely Virginia.

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Dr. Archer: So let us go back and review a moment, you don't have to find this you look up here. But we looked at teaching students a skill or strategy. And the pedagogy, the instruction would be the same even though the skills might be very different from pre-school to high school. And in the middle we articulated our three big steps so they're what everyone? I do it, we do it, you do it, okay and so ones tell your partner if you were demonstrating something what would be critical in that demonstration? Try to do it without peeking, but if you need to look at slide 18. But first try to do it from memory. Then look at 18 and go.

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Dr. Archer: ...I've been wanting to ask you this, so how do you pronounce it? Regina, well it's not always pronounced that way. Regina, Regina is the most, most common one is Regina in like the city and Saskatchewan, and the queen cause that's what it means. That's what it means yes. Regina. I mean it means, it means woman of the queen yes. Okay, and looking up here. You are going to, if you do a demonstration that is dynamic you are going to first show them how to do it, and tell them how to do it, and what you're thinking.

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Dr. Archer: But you also might elicit from them some, what everyone? Some responses, and would we model 15 times yes or no? No a few dynamic demonstrations, then we move on to the most critical part which is the, we do it. There is a note-- [Tape cuts] --operate it in your instruction, and so you ask yourself what errors might they make and you pre-correct them as you demonstrate. For example, I was teaching kids in first grade how to write a paragraph, and I noticed that when they wrote sentences that they would write sentences and then they would go to the middle line and put a period, and then they wrote the next sentence but they went back to the margin line and then wrote it and then stopped.

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Dr. Archer: And so I said, oh I'd better emphasize that as I do this, and so I included that pre-correction within the modeling. I was teaching a high school class how to take Cornell notes, and I noticed that the kids sort of believed taking notes was just copying some of it. And so we talked about how to put it in your own words, so you've rehearsed it and you're going to retain it. So you ask yourself what are the errors they're going to make, and how can I reduce that possibility by pre-correcting it in the demonstration? And then we would do a what everyone? A we do it; okay looking up there I didn't cue it. And that was the whole problem, you know, when everyone gets it wrong or doesn't say the answer then you know it has nothing to do with your children and everything with you. You either didn't give them clear directive or you didn't give them enough thinking time.

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Dr. Archer: And you should just apologize and say, oh teacher mistake let me try again. So after the I do it, then we do a what everyone? A we do it, where we guide or lead the students through it and we do usually do it as I did with you, verbally. Telling you the step and having you do it, telling you the step and having you do it, telling you the step and having you do it, and then gradually fading that out. And then when the kids look good we want to check their, what everyone? Their understanding and where we are going to have them do it, a you do it. Now one person asked me right before we went to lunch about how does this relate to the material that has been put out by Doug Fisher. Well Doug Fisher and I were both at university, or San Diego State University.

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Dr. Archer: And so he has a model where he looks at it this way, and has so, these triangles and this way, and so the teacher does an I do it, and then the teacher does a we do it, but then the students do a we do it with their partner or their team. And, and then they do an you do it, so there is another step which a friend of mine for Virginia used to call I do it, we do it, and we all do it, and then you do it. Meaning that the kids have another step in there where they're doing it with their partners. Okay, so Doug

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Fisher if you read his articles he's just added that partner step which is not always feasible, but sometimes it is.

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Dr. Archer: Well we are now going to go back to looking at concepts, and right before we went to break we talked about picking the words. Because that goes back to the big idea of picking the content, and focusing on what would be really helpful. So we're now gonna practice this but let's review, so we're gonna pick words that are not known, but that are what everyone? Unknown, we're gonna pick words that are ones that are really helpful to the students, words that are critical that they could use in the future. And we could add one more little detail, what we've noticed whether it's elementary or high school in terms of teaching vocabulary that basically curriculums give you the same amount of time to teach every word. But some words the kids can learn very rapidly, and other words we need to spend more time on.

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Dr. Archer: Because the word is more difficult. So I just want you to add as a bullet that you'd also put more instructional time into words that are difficult. So just difficult to obtain, add that. So we are gonna practice this selection of words, and we hope to end up with what the late [Steve Stall ?] said, the Goldilocks words. Not too difficult, not too easy, just right and go over to 26. We're gonna actually do one elementary and one eighth grade, so one elementary, one secondary example. So would you find enemy pie? So one day I had read to a group of second graders a book called Enemy Pie, and one source of excellent vocabulary instruction is the read-alouds we might have in the younger grades.

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Dr. Archer: And so here the first two columns are potential words, and I'm gonna do this first and you're gonna finish it up. So the first word is what everyone? Perfect, I said to myself I think that most second graders know perfect, and they've had the perfect paper. Someone else has had the perfect paper, they've had the perfect teacher I'll skip it. So that was it, the next word is what everyone? Trampoline, now is trampoline a word that you might use often in the future in many different subject areas, yes or no? Okay so it isn't one of those tier two words that I'm gonna put a lot of energy into, and this is the other thing does it have a concrete or an abstract referent, which one everyone? Concrete, now when a word has a concrete referent it's easier to learn, so trampoline is easy to obtain.

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Dr. Archer: So this is all the second graders got on trampoline, looking up here. And I've got actually there is a corner here that if I teach from there they can't see me. So I need to go back over here. There you are, all right. So virtual board, this word is trampoline, what word everyone? Trampoline. And this picture is of a trampoline, what is it everyone? A trampoline, and for fun or exercise people jump up and down on it, at 65 they only get one model. And once again the word is what everyone? Trampoline. So that is very little instructional time cause it's easy to obtain, but on your paper would you circle the word enemy. Now I selected put more time into enemy because one, it is the, in the title of the book Enemy Pie.

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Dr. Archer: It is the theme of the story, having an enemy and not only that you might be able to use the word as you're talking about a story, writing a story, you might hear it in the news and so I put more time into that word. And the next word is what everyone? Recipe, the problem with recipe is not the meaning it is the pronunciation, cause if the second graders use all their decoding skills they're gonna say recipe, and they won't recognize the word. So you would say, this word is a funny word. It is not going to be pronounced as we would sound it out, so this word is recipe. What word? Recipe. Now is it possible some second graders know food, yes or no everyone? Yes see so the reference is something that they're going to obtain very quickly, so you don't want to put much time on it. This is all it gets; this word is recipe and again what word?

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Dr. Archer: Recipe, when we want to make a new food we need special directions, and those special directions are referred to as a recipe. So when we make a new food we need special directions, and we need a, recipe. You want to make a cake, you're gonna need a cake? You want to make meatloaf, who would? But anyway meatloaf would be, you'd need a meatloaf recipe. And that's all recipe would get, but here is a big idea and that is if you have words that are semantically related then what you should do is reorder the words so that words that are meaningfully related are juxtaposed next to each other. Because that will save time in teaching, and also increase the time of retention, so I want you to look at these words and put your finger on the first two columns on the word I should teach next. Put your finger on the word I should teach next.

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Dr. Archer: Whisper that word to your partner. Okay listening, everybody got it right but you have not mastered whispering. Okay, so, so you said, we should teach what word everyone? Ingredients, and we already have taught ingredients. Hand in the air be the bowl, and add a little bit of salt, the salt would be an, ingredient okay. Now this is interesting because when you look in science books, social studies books, core reading

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programs they always listen the words in the order that they appear in the passage. Totally irrelevant way to introduce them is just because this one is first in the passage, and sometimes you need to go through and ask yourself should I put some words together because they're semantically related?

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Dr. Archer: And I wish it was a fourth grade. We have a fourth grade teacher who is complaining I never use fourth grade examples. But this one unfortunately is fifth grade, oh gosh. But one day I was teaching a story, and it was a perfect example of the need to put words in semantic relationships. So it happened to be a story about wild horses, and there were some horse words in it, in the list. There were some movement of horses, but there was also a searching. Good. There was also a number of words that were landforms. So I said to myself, they're all sprinkled randomly through here I need to group them so that it will make sense for the kids and increase their retention.

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Dr. Archer: And so there was the horse words, all sprinkled through the list but why not teach them together? Because they are all about what everyone? Horses so we learn about mustangs, and we learned about herds, and we learned about stallions and we learned about mares. And then we went back and reviewed them, and I said, I'm thinking of a word that is a male horse form the number on the table now show me. So we used those hand signals for the answer, but then there were the landforms. And we learned about the plains, is this a plain? No, is this a plain? No, and then we went to a bluff, and then we learned about a ravine, then we had to decide is it a plain, a bluff, or a ravine. But it's easier to learn landforms together because they're all about the land whether it's a plain, bluff or ravine.

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Dr. Archer: Then we had the movement of horses, trot, then we had skitter, then we had mill around, and I could not find a picture of horses milling around. So I went with an option, all right the chicken mill around. Then we introduced remorse, and it was the only outlier word but we had these three categories, horses, movement of horses and landforms. Then we introduced remorse, I introduced the definition and then I asked them why he feels remorse. Well because he broke the vase or dish. Why does he feel remorse? Well by that age there is many many possibilities, so group the words if they are meaningfully related. And so the next word on our list is the word disgusting.

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Dr. Archer: And would you, now disgusting is like a perfect word to put more time into because it was critical to the story but also is it possible that some students might in

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second grade find a use of the word disgusting, could that happen yes or no? Yes, okay and so yes they could use it. Now earthworms is what kind of word everyone? A compound word, there is a strategy at all grade levels to teach the meaning of a compound word, and we read it this way. Left to right and what's the first word everyone, earth, and the next word is worms. But when you figure out the meaning you go with the second word and see how it relates to the first, so these are worms found in the what everyone? The earth, and so go to the second word and go back to the first.

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Dr. Archer: So a daydream is a dream you have during the day, a mailman is a man who delivers the mail. A birdhouse is a house for a bird, but even in technical words a network it only works if there is a, a net. And so, and actually the words that are added to English are predominantly compound words. So a new word is generated by putting two words together. So up to now I've suggested that we put more time into enemy and disgusting, and then we have the word starting with horrible. And here is what I want you to do down that column I want you to select your two favorite nominees from those words for dynamic expanded vocabulary instruction. So circle your two favorites among those.

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Dr. Archer: On your own, in a moment you'll get to share.... Okay after you have circled your two favorite words I want you to share with your partner and defend your choice. Share it with your partner and defend your choice. Excellent and those-- [Tape cuts] Fall silent. Now this is not like a perfect scientific experiment that we're gonna get all the same answer, but it's the kind of thinking we have to do as teachers so we can hone in on what's gonna make the most difference. And so I'm gonna give you what everyone?

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Dr. Archer: I'm gonna give you what everyone? Feedback, okay because remember in the aspect of feedback, in the moment of feedback that's where learning often happens. So as I listened in let me just tell you the words here that I wouldn't give a lot of time to, and the first one would be horrible. Is it possible that some second grader knows horrible, yes or no? I mean they have been called horrible, and by their mother and father, grandmother grandfather, uncle, teacher, someone else has been horrible. Back in kindergarten they read The Horrible Day book, they've mastered horrible. So we can literally do it very lite touch, or just skip it. We could just say this word is horrible. What word? Horrible. When something is very bad it is horrible, the end. The other word I wouldn't put a lot of time into is boomerang.

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Dr. Archer: And is a boomerang and word that you're gonna hear or say or use often in the future, yes or no everyone? No, and now when I did this exercise in Australia they, they wanted to not only that I was keynoting the conference for teachers of aboriginal children, and they thought woo. Under their circumstance they spend more time on it, I said, go for it Australians. Virginians skip it, so but now we have oops these three words left and here is what I found many of you circled nervous and relieved. And they are critical to the story, they are words that we might use in the future, write in the future, read in the future, and would be empowering. Any of those three would be a possible, but one person as I came up to them said, well I would teach nervous and relieved and I would put them right next to each other juxtapose them because they're semantically related.

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Dr. Archer: Woo, woo, woo wanted to impress me. Now we are gonna skip this one, but if you are fifth grade teacher you might you know, want to do it this evening or not, and go over to 27. Okay, and so this one you're going to do on your own after I introduce it, and you're going to pick five words for expanded robust dynamic vocabulary instruction. Now let me just tell you a little bit about it, this was a, a day I was teaching tier one, eighth grade students in a literature book and they're reading short story called Breaker's Bridge, a story about a, a mayor over a district in Japan.

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Dr. Archer: And he wanted to be able to have access to his hunting ground when hunting season began, so he went to the bridge maker and said, build a bridge over the gorge and you have to have it done before hunting season or I will execute you. A little motivation, you know, it's like principals say you'll teach this or I will execute, see I don't think we'll be doing that. But so you're going to look through this and pick out the words you'd want to spend more time on. Now here are the words with the little asterisk that the author of the core reading program recommended instruction on, but these are other words from the passage. So you're gonna pick your five from this totality. So picking your five and go.

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Dr. Archer: ...Okay when you've picked out your favorite five please compare with your partner and defend your choices, what was the rationale, why did you choose that? Talk it over with your partner and go....

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Dr. Archer: ...Of course okay absolutely you can pick from the starred words.

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Dr. Archer: You can pick your five from the totality of all of them. This is the only table. No that's okay I didn't, it's a good think I came right here. You know usually the person who says that then I watch them. Okay, so again you probably didn't have like a perfect match with your partners but the whole thinking here is what is critical, because we want to hone in on what is going to be most empowering. Now I'm gonna share with you mine, and I have to tell you right away I taught more words than you did. And so I made it harder for you oh forgive me, and the very first word, now remember this is not like a game where you win. You just learn from, so no cheering like woo woo I got it okay. So I taught the word, what everyone? Obstacle, the reason is the whole story was about surmounting obstacles.

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Dr. Archer: It was the theme of the story, and not only that these are eighth graders, and I think being an eighth grader is a obstacle. Now as I went around the room I didn't see many people except our language arts teacher circling this word, which is what everyone? Writhing, and writing doesn't sound like a word we use often in speech, but it is used often in narrative to describe the action of a character so I taught that word. The next word is what everyone? Peers, now some words it's totally related to where you are teaching, and I was teaching in Tacoma, Washington, which if you walked to the windows of the middle school and looked out there were the peers. The kids knew it, and if they didn't I'd say look out. And so that got no extra work.

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Dr. Archer: But the next one carries with it an important, a very important message. Many times for a word that is in a passage that is listed that we teach the students already may have a word in their personal lexicon. And so what you want to do is go back to the word they know and link it to the new word. So be my students, and that word is what everyone? Execute, when we say we execute someone we do what everyone? We kill them. We do what everyone? We kill them, and the act of killing them is an execution and the person that does the killing is an executioner. That's it. That's all we need to do, because this is already in permanent memory all we need to do is link this thus we've reduced the amount of instructional time we might use.

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Dr. Archer: Well the next word on the list, so it just got a little bit instruction. The next word is immortals, and it was see I had the benefit of reading the passage and you didn't. But I taught immortal, cause is it possible that some eighth grader doesn't know immortal, yes or no? And that was the whole point of this story is that you go back to those that have gone before you and you look for the wisdom that they could share with

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you. And the next word is emperor, now do the kids already probably know king yes or no everyone? Yes. So since they already know king this is going to be very easy to teach, little time. So you just say, this word is emperor, what's the word? Emperor. In some nations instead of calling their ruler a king they call that ruler who got in that position of their birth, their parents we call them an emperor.

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Dr. Archer: And you rush on, you don't want them to mention the emperor penguins. Now I didn't see many people actually circle this word, but that day I did teach it. And the reason I taught it was that many of the students I had already learned from working with these eighth graders thought that a district was always the same piece of land the same region. So they had a misconception they thought there is a school district and a water district, a sales district, an electric district and it's all the same property. Not true, so I wanted to teach them district. Next word is gorge, and it was the landform is that concrete or abstract, which one? Concrete, so it didn't take much instruction at all, and right there thank you.

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Dr. Archer: See my helper table, always want the helper good good people right here thank you. And so this was the instruction on it, this word is gorge. What word everyone? Gorge, move out of the way and here it is a landform, and a gorge is a very narrow deep valley, often with a stream or river at the bottom. And so it is a narrow deep valley is referred to as a what everyone? A gorge, and wouldn't you know it right at that moment and eighth grade boy raised his hand and said, that is not how my grand mother uses it. When I'm over at her house she'll say, now don't gorge yourself on the peanuts we're having dinner. At Thanksgiving, don't gorge yourself on that leftover Halloween candy, we're gonna have Thanksgiving dinner. And I said to that young man, well gorge like many English words is a polysemous word.

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Dr. Archer: Or the other pronunciation is polysemous, of many meanings. And it has many meanings, and your grandmother is using a different meaning of it, let's just pretend that this represents a picture of your esophagus all the way leading to your stomach. Because you actually have starting right here you have your own deep narrow valley leading to your stomach. And what your grandmother is saying, this is your mouth is don't fill it up. Don't gorge yourself on those peanuts, don't gorge yourself on those candy, don't gorge yourself. And I'll never forget this cause that evening I was putting everything away, and I looked at this and I said, oh Anita some days you're just hot. To be able to use the same drawing for gorge the landform and gorge it grandmothers oh that was good, so I gave myself a personal smiley face.

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Dr. Archer: Okay, so gorge got the lite touch, and the next word is what everyone? Miniature, now again if I believe the students have a word in their lexicon what I want to do is link it, so that we don't have to put as much time into the instruction and we also link it to background knowledge. So I said to them, this word is what everyone? Mini, if you had a mini market in you neighborhood would it be large or small which one? Small, if I was wearing a mini skirt, which I have never done, would it be large or small? In terms of being short, if you went trick or treating hoping to get the big candy bar but you got the little one, a mini candy bar, would it be large or small? Small, so the related word in our passage is miniature, say the word.

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Dr. Archer: Miniature, and do you suppose that it's going to be related to large or small, which one? If the students have a word in their lexicon, connect it to that word because you're avoiding working memory and going directly to permanent memory and connecting it there. And the next word is what everyone? Defeated, now we have to put this one in perspective, Tacoma is right outside of Seattle. And the year I was teaching there a number of things happened in the sports arena of Seattle/Tacoma. First of all my own alma mater the University of Washington Huskies were able to do something that was never done in football in the PAC 10, they lost every game even the per-season games set up for them to look good at, they lost all of them.

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Dr. Archer: It was the year that the Sonics basketball team left Seattle, it was the year that the Mariners were so bad that I even gave up my box tickets. It was the year that the Seahawks were pathetic, see I thought they had mastered defeated, and so we skipped it all together. So now next one is another big big idea. If you're teaching vocabulary and there is a word such as this listed, which is desperation. That is the word exactly as it appears in the story, but what we should do is always teach the easiest word in the family of related word, and then relate it to the word in the passage. So whisper to your partner if I was to do that what family member word would I teach that would be easier to teach than this?

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Dr. Archer: Whisper to your partner and go. Okay once again, your accurate but not good whisperers, and so you said, what? Desperate, and that's exactly what I did. So be my students, looking up here. This word is desperate, what word everyone? Desperate, when you need something and you need it right now you are what everyone? Desperate, so when you need something and you need it right now you are desperate. For example, if you were out in the desert and you didn't have your one water glass,

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your second glass, your follow up cup and your bottle of water, now she would be what everyone? Desperate.

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Dr. Archer: If last night instead of studying for class today you watched Law and Order reruns and now you have five minutes to study he would be what everyone? Desperate, so when we need something and we need it right now we are, what everyone? Desperate, and when we are desperate we are in a state of what everyone? Desperation, it is so much easier and I don't understand why curriculum don't have this big idea, teach the easiest one in the family and then relate it to the more difficult one. For example, here is a fourth grade example. Here is a fourth grade example, well he's not paying any attention because this is for you, fourth grade. So I'm teaching in fourth grade, the students are reading a short story, and this is the word that the author told me to teach.

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Dr. Archer: Piteously, piteously, do you realize how difficult it would be to teach piteously, you're not gonna teach piteously, you would teach pity and then relate it to piteously, but you cannot teach that. I was in a class in first grade where the students were in the passage had the word collector. I didn't teach collector, I taught what everyone? Collect, and this goes all the way through high school. We had a chapter in social studies that had imperialistically, imperialistically. I'm not gonna teach imperialistically I'm going to teach imperial and then imperialism, imperialistic, and then imperialistically. But I'm going to start with the easiest one in the group; well the next word is supervising. I basically skipped that, they're eighth graders they've had plenty a supervisor, they know it.

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Dr. Archer: Next word was what everyone? Amplify, now I thought again that the students probably had a word that was in the family that I could relate this to. And so I said to them, this word is amplifiers, what word everyone? Amplifiers, and if I had amplifiers on a stereo the whole purpose would be to make the music what everyone? Louder, if we went to a concert with your quote-unquote music, and they wanted everyone in the stadium, maybe everyone in the community to hear it they would need what everyone? Amplifiers, and the amplifiers would make the music how everyone? Louder, so we could guess from our knowledge of amplifiers that the word amplify, one meaning of it is to make what? Louder.

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Dr. Archer: But it's also used to talk about making something more. For example, maybe you go on a fishing trip and you get a fish about that size and throw it back because you're into catch and release. But then you drive home three hours, and by then my goodness that fish grew did he amplify the story yes or no everyone? Yes, okay. Now I taught imperial, it's my old social studies background just like Jeffrey you would teach it, so that you would have the opportunity to do imperial, imperialism, imperialistic, imperialistically. Emerged I just told them comes out of, I noticed some people here had circled insult. Obviously haven't meant an eighth grader, I'm telling you they've mastered it. I said you diss someone you insult them the end. And deposited I briefly taught them and there is deadline, there is a compound word.

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Dr. Archer: Twos, I taught you how to teach a compound word teach it to your partner and go.... Okay looking up here, nice job. So you said, we'd read it this way and what's the first word everyone? And next word? But when we do the meaning we start with the second word, so this is a line, a line in time where if that project is not done you are dead. So I looked up the origin of this word, and actually it had a historical origin first in the Civil War, then it had a use also in the World War II.

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Dr. Archer: And in both cases they had a prisoner, a war camp and actually drew a physical line around the camp. And the soldiers were out here, you step over the line and you're dead. So that was the origin of the word, it's used in many ways, but we usually use it, you don't get that done you're dead. And last evening after I taught a class I got to talk to my editor who is saying, Anita now where is that chapter? That is three years late, and I am luckily not dead today. So perfect, so we all have to do this and it illustrates the point about all curriculum that every one of these words is not worth the same amount of time. That we're going to be very selective about what we focus on and put energy in.

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Dr. Archer: Well we're going to look at one more issue around vocabulary, and that is many of the definitions available to us are not student friendly in any way. So one day I am teaching the word relieved, and this is the definition from Merriam Webster, and think about it and get ready to tell me. It was a lesson I was doing with third grades, you're gonna tell me why this might be difficult. To free wholly or partly from pain, stress or pressure. To lessen or alleviate as pain or pressure. Talk it over with your partner why that might be difficult for a third grader. That is exactly right, and wholly but they were thinking holy, holy, holy.

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Dr. Archer: Okay, so looking up here, here is what I heard you say, that there might be some words that they might not know particularly everyone said alleviate, but also pressure. But Tom you said, they might not know this word as it's used here, that was the kicker. They were thinking holy, holy, holy, they were not thinking wholly, and so many times we have to edit or find another definition. So down at the bottom this is a student friendly explanation and read it and go. When some, okay everybody is there I'm going obviously you're waiting for the green light and go. When something that is difficult is over or never happened at all you feel relieved. See now we have relieved hope.

00:45:00

Dr. Archer: I loved this one because I was teaching this in a fourth grade class, and the word was attention. Just listen to what Merriam Webster says for attention. The act or state of attending, to applying the mind to a logic of sense or thought, a condition of such readiness for with such attention, involving a selective narrowing of consciousness and receptivity. Isn't that amazing? Now is it possible upon reading the definition if you did not know attention that you still don't know it? Yes, and very definitely possible, and so what I keep and I think every teacher needs to have a very good one, is a dictionary for English language learners. In fact many of our principals here have already been worrying about what should be the holiday gift that I give to my staff? Yes.

00:46:00

Dr. Archer: You've been wondering about this, worrying about it, and what I highly recommend is a dictionary for English language learners. So I was, looked this one up and read the definition everyone. Looking or listening carefully and with interest, and it's because this is accurate, attention is the narrowing of consciousness and receptivity. It's accurate you just don't understand it, English language learner dictionaries want accuracy and understanding, so it is a very useful source to have. Well we are going to pop over here, and we are going to teach a little vocabulary word, and someone that is close, Cindi would you do me a favor?

00:47:00

Dr. Archer: And I want you to check to see if this is an appropriate break time or not, cause we're just gonna take a short one this afternoon. I just want you to see if they set anything out there. On no break. Well okay we can have a standup break, see I just said this because last week I didn't give a break and there were cookies and it affected my evaluations. So no break that's why we get out at three, but let's take a little stretch okay stand up and stretch. Not confused with leaving the room, no stretch, stretch, stretch, stretch, stretch. So I'm gonna slip behind you Thomas. I need to be thin like you, I could get around better here.

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00:48:00

Dr. Archer: ...And moving back to your seats.... Okay, thank you and looking at 31. So we looked at a instructional routine for teaching a skill or a strategy, how to do something that was I do it, we do it, you do it, everyone.

00:49:01

Dr. Archer: I do it, we do it, you do it. But we could also look at a routine for teaching vocabulary where we would first introduce the, what everyone? The word then we'd give them a definition they'd understand, a what everyone? A student friendly explanation, we'd illustrate it with some examples and then we would check their, understanding. And so we are going to teach a word together just to get an idea of this routine, and so pop over to 32 check your partner to see if they're there. Excellent, so first we would introduce the what everyone? The word, and so go to the bottom where it's in italics, and keeping your voice with mine we're gonna do group teach and go everyone.

00:50:03

Dr. Archer: This word is relieved. What word? And the students would say, relieved. Now there is a big message though before you turn that page, if the word is a word the students have never heard or a word that's difficult to pronounce, practice the pronunciation numerous times. Because if they cannot pronounce it they cannot attach meaning to it, store it, and retrieve it. They also will never use it in a discussion, so if, when I was teaching fifth grade one day I had the word fastidious. And is it possible that they have never heard fastidious, yes or no? Okay and so I had them say it a number of times to get it right, fastidious of course means to be over concerned about tidiness. And when I was teaching high school biology just last week, and we had prokaryote and eukaryote cells again is it possible that some ninth graders in biology have never said those words, yes or no?

00:51:08

Dr. Archer: Yes, if we don't practice the pronunciation they can't attach meaning to it, but they won't use it in discussions. So I was in a algebra class that was eighth grade and I asked the children in a review of vocabulary on your white board please draw a circle. Now please add a radius to the circle, and then they held them up. I checked them and I said, ones explain radius to your partner. And I came over to a child who said, you know, like a line. You know, and it starts in the middle and goes out to like the edge, you know, like the edge. And I said to the child, why did you not use the word circumference, and he looked at me and he said, I don't know how to say it. I don't know how to say it, so they weren't using the language of high school, middle school and content area classes cause they don't know how to say it.

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00:52:07

Dr. Archer: Raise your hand if there has ever been a moment when you did not know how to say it, okay. So one day when I was doing a demonstration lesson in high school biology there was a word I wasn't sure at all how to pronounce it, so I went in search of a website that had pronunciation of English words. And many of them have common words like Merriam Webster's has a microphone, and fairly common words but not technical words. But I found a site that has all of them, it is [www.howjustsay.com](http://www.howjustsay.com), howjustsay.com, howjsutsay, and it really is a very useful source. It has a microphone you touch it and it says the word. You can listen to it as many times as you wish.

00:53:02

Dr. Archer: I introduce it to students in fourth grade and above, cause if they're in high school English and they don't know how to pronounce a word, and they're going to have to read something in play they can go there and listen to the words so that they know its pronunciation. So we introduce the word, and then we give the students a student friendly explanation. So everybody, please teach it with me and go. When something that is difficult is over or never happened at all you feel relieved. So if something that is difficult is over you feel relieved. Okay, and so we introduced the word, give them a student friendly explanation, and then we illustrate it with some what everyone? Some examples. Now the examples could be of three types.

00:54:02

Dr. Archer: It could be something that is what everyone? Concrete, and not too many times that there is an object that you can use as an example. One day though I was teaching around Halloween time in first grad the read aloud Pumpkin Pumpkin. It's a thriller, and it is about the cycle of the pumpkin. But there the word they had to learn was vine. I was in San Diego, and I stepped out of the hotel and there was a wall covered with vines, and I just leaped up and borrowed some. Given what I paid for that room, woo they owed me. And would it be easier perhaps to learn vine from the actual vine versus a picture, yes or no? But the other way to make it concrete is to act it out, and so looking up here just to remind our self of it.

00:55:01

Dr. Archer: Because I don't want you to think vocabulary is only in reading, vocabulary is in math, vocabulary is in science, vocabulary is in social studies that's why I included it here. Because we teach it in all grades in all classes we teach vocabulary. So one day I'm teaching in science, seventh grade and it was on the different forms of volcanoes. So looking here, this, these words are composite volcano, say it everyone. Composite volcano, and then I showed them a picture that I took from my bedroom window of

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Mount Hood. So useful because when I've been here before you have these things that you call mountains, it all depends on your perspective. I think they're low bumps, but so, so here we have Mount Hood which is an example of a composite volcano and it has a wide base and it goes to a very steep peak.

00:56:03

Dr. Archer: And so everybody makes a base, I'm watching all the principals, and steep sides, steep sides to a peak. Oh good job, now the word composite means made from one more than one materials, so would a composite volcano be made from just one material yes or no? No or it wouldn't be called composite. There is two major materials, one is when that hot lava comes up from the center of the Earth and then comes down from the peak we end up with layers of lava. But when we have a rare event, which is an eruption, we have a fiery mass that goes into the air, and what comes down is ash. Just like in your fireplace when the fire has burned out, so we end up with really layers of lava and ash. Lava and ash, lava and ash, everybody to the peak, to the peak peak peak, and everyone lava and ash, lava and ash, lava and ash.

00:57:04

Dr. Archer: So we can make it more concrete by acting it out, and did the kids remember it longer yes or no? And so then we did shield volcanoes like in Hawaii and we did cinder cone, and I did look it up and woo you have none. And so, but so we made it concrete. We can also use pictures, and I just have to tell you raise your hand if you are between the ages of 20 and 30. You must celebrate that you're teaching now. Forty-six years ago we did not have personal computers. I spent my whole weekend, day, week after week after week, usually with my sister who was also a first year teacher cutting out pictures out of magazines. And then we took those pictures and we glued them down on cardboard before we had glue sticks, then we got contact paper and covered them.

00:58:03

Dr. Archer: That's before we had lamination, so we could have them in a box so we could hold up the picture. Now we have the glory of pictures, there is really no excuse of not using pictures for teaching vocabulary, and so I wanted to pull up a lesson, two of them actually just to remind us of the glory of using pictures today. We go to Google images and we find like a perfect picture. Not good to do in class, I did that once. Pulled up a nice nude woman, and didn't expect it, and a parent came into the principal and said, well you know that professor was visiting and she showed pictures oh gosh it wasn't good. So do it beforehand, but let's just look at this in relationship to teaching this vocabulary.

00:59:01

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Dr. Archer: And this is actually a template for a district that I was working with where they had a new adoption, actually this district had an old adoption but they're gonna have to use it a long time because of the recession. And they wanted to add PowerPoints for every teacher to use for teaching vocabulary. So we got all the teachers of the third grade and fifth grade and sixth grade together just as I did last Thursday and Friday with the social studies teachers in eighth grade, and we gave them a template, which I went through. And then they each had a story and they had to do it, so this was out of Houghton Mifflin, which on district here is using. And so they first looked at the vocabulary and decide what to teach, and then they taught it. And I'm just gonna teach you this word, and we're gonna think how do pictures help. So students, here is our first word, and the word is compete. What is it everyone? Compete, and it is what part of speech everyone?

01:00:02

Dr. Archer: A verb, and so we introduced the word and then we introduced the meaning of the word, and this word has two parts to the meaning and read it with me everyone. If you compete in a contest sport or game you take part in it, that's only part of the definition. And read the next part, the people who compete strive to be the best in the activity. So you not only take part in it, but you attempt to strive to be the what everyone? The best, so I've introduced the word, I have introduced the meaning of it and I want to illustrate it with some what everyone? Some examples, and so here we have some cyclists and read the sentence and go. These bike riders compete to determine the fastest rider.

01:01:00

Dr. Archer: So they are competing, and that means they're not just taking part in cycling. But they're trying to figure out who is the best, in this case who is the fastest. Here are some men who say they compete in a sport, but you know, we're gonna go with a game. And so read the sentence and go. These foosball players compete to determine the best team, so they're not just playing the game they're trying to figure out which team is the best. So they what everyone? They compete, so we introduced the word. We introduced the meaning, we illustrate it with examples, and then we ask questions to check their, what everyone? Their understanding, okay and everybody reading with me, and go. There are many sports and games that you could compete in, think of one that you would enjoy.

01:02:00

Dr. Archer: So everybody thinking of a sport that you don't want to just take part in, but you want to strive to be the best. Think of what it might be.... Again I know that it might seem odd, but I'm modeling thinking. As an active process and is it possible that might

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encourage them to think, yes or no everyone? Yes so you're going to tell your partner your answer but you're going to start with this sentence starter. Read it, I would like to compete in, first ones then twos share your sentence with your partner and go. [Tape ends]