



# Literacy Snapshot Module

## **Explicit Phonics Instruction Part 1**

### Facilitator Notes

## Preparation

Facilitator Key	When using the Facilitator's Guide, note: <b>Bold Print</b> indicates actions for the facilitator; <i>Italic print</i> indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).
Prior to Session	<p><b>Background Knowledge:</b> Participants need to understand that explicit instruction is a prepared lesson with intentional strategy or skill focus. The lesson contains opportunities for students to learn and practice the skill or strategy with "I do, we do, and you do" experiences.</p> <ul style="list-style-type: none"><li>➤ <b>Prepare</b> and <b>review</b> materials listed.<ul style="list-style-type: none"><li>✓ Download and print session Handouts 1- 3 for participants</li><li>✓ Phonics lesson for instruction in the next week</li><li>✓ Computer, speakers and Internet access</li><li>✓ Projector and screen for group presentations</li></ul></li><li>➤ <b>Secure</b> and <b>set up</b> space.</li><li>➤ <b>Facilitate</b> initial discussion including overall guiding questions. For example: <i>As you consider the importance of explicit instruction, please think about the following questions as they relate to the students in your classroom.</i><ul style="list-style-type: none"><li>✓ <i>"What do we want all students to know and be able to do?"</i></li><li>✓ <i>"How will we know if students are learning?"</i></li><li>✓ <i>"How will we respond when students do not learn?"</i></li><li>✓ <i>"What will we do when students are already proficient?"</i></li></ul></li></ul>
Time Frame 	<ul style="list-style-type: none"><li>➤ Initial Discussion (2-3 minutes)</li><li>➤ Viewing of the Literacy Snapshot (10 - 15 minutes)</li><li>➤ Next Steps/Discussion (10-15 minutes)</li></ul>

# Presentation

**Slide 1-2**

## **Literacy Snapshot – Explicit Instruction**

### **Explain:**

- Each LSM provides examples of skills or strategies that follow these guiding questions:
  - ✓ What do we want all students to know and be able to do?
  - ✓ How will we know if students are learning?
  - ✓ How will we respond when students do not learn?
  - ✓ What will we do when students are already proficient?(adapted from works by DuFour/Eaker related to Professional Learning Communities)
- LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.).
- All LSM utilize the explicit instruction model.
  - ✓ Content is modeled (I do)
  - ✓ Participant practices (We do)
  - ✓ Participant implements in classroom (You do)

**Slide 3**

## **Scarborough Rope Model**



**Review** the Scarborough Rope Model and **discuss** how the skills and strategies fit together to create a proficient reader. You will notice that all boxes are highlighted because explicit instruction is the vehicle for all skill and strategy instruction. (This is a recurring slide in all LSM that explains how intertwined the skills and strategies are in the reading process.)

**Slide 4**

## **Session Goal**



**Read** session goal.

Participants will apply the explicit instruction format as they plan well-crafted lesson for all students.

**Slide 5**

## **Session Objectives**



Participants read session objectives.

At the end of this session, participants are expected to:

- Identify components of an explicit lesson; and
- Design an explicit phonics lesson.

**Pause** and **discuss** the lesson objectives.

<b>Slide 6</b>	<b>Research</b>
	<p><b>Facilitate</b> discussion with teachers about how explicit instruction aids students as they learn skills and strategies that they apply when reading and comprehending text.</p> <p><b>Additional findings from research:</b></p> <ul style="list-style-type: none"> <li>➤ At the heart of the explicit instruction model are explicit explanations, modeling and guided practice. Explicit explanations can include step-by-step details and definitions. Modeling includes demonstrating how and when to use the skill or strategy in authentic reading situations.</li> <li>➤ Effective teachers provide varied, meaningful practice to ensure mastery and transfer of a skill to other meaningful reading situations.</li> </ul>
<b>Slide 7</b>	<b>Explanation of Explicit Instruction components</b>
 <p>Handout 1</p>	<p><b>Verify</b> participants have a copy of Handout 1.</p> <p><b>View</b> the explanation of the explicit instruction components.</p> <p><b>Facilitate</b> a discussion of the importance of these components in daily instruction.</p>
<b>Slide 8</b>	<b>“I Do”</b>
<p>Handouts 1</p>	<ul style="list-style-type: none"> <li>➤ <b>View</b> the lesson.</li> <li>➤ <b>Facilitate</b> a reflection of which explicit instruction components were in this lesson. Possible responses are listed in italics after each guided question. <ul style="list-style-type: none"> <li>✓ How did the teacher explain the lesson to the students? (<i>Stating objective</i>)</li> <li><i>Ms. Wells stated that using the new rule, a consonant e, the “a” says its own name. “Look at the word “at.” I’m going to make a new word by adding an “e” at the end. It is the vce and the “a” becomes a long vowel sound. When reading and you come to a word with an “e” at the end, try using the 1<sup>st</sup> vowel’s own name (long sound) to decode the word.”</i></li> <li>✓ How did the teacher model for the students? (I do)</li> <li><i>Ms. Wells modeled with the word “Nate”. Modeled looking at the initial sound, then noticing vce pattern. “So, I will try the long a sound, and the word is Nate.”</i></li> <li>✓ How did the teacher provide opportunities for guided practice? (We do)</li> <li><i>Students located vce words in the poem. During the video, students identified “cake, plate, bake and made.” Due to time, the additional examples gave, ate, and name were omitted from</i></li> </ul> </li> </ul>

	<p><i>the tape.</i></p> <p><i>Ms. Wells decided to conduct more “we do” practice with word cards and students chorally read the words – “bake, Nate, cake, and name.” Again, gate, make, gave, ate, and plate were omitted from the video for time management.</i></p> <p>✓ How did the teacher assess students' application of the strategy during independent practice? (You do)</p> <p><i>On this video, Ms. Wells did not provide independent practice. She felt students needed more guidance; so, the word card activity was done whole group. On the next day, Ms. Wells quickly reviewed the chunking strategy, and student partners identified words as she walked around the room. She will also observe students applying the decoding strategy during guided reading group.</i></p> <p>✓ How did the teacher conclude the lesson? (Lesson conclusion)</p> <p><i>Ms. Wells concluded the lesson with students discussing the strategy with a partner. One student stated that the rule cvce and the v makes its own name.</i></p>
<b>Slide 9</b>	<b>“We do” Planning an Explicit Lesson</b>
Handout 2	<b>Facilitate</b> the planning of an explicit phonics lesson that teachers will implement in their classroom.
<b>Slide 10</b>	<b>Wrap up</b>
	<b>Place</b> emphasis on the importance of teaching students skills and strategies using the explicit instruction format. <b>Emphasize</b> the importance of the teacher incorporating multiple opportunities for modeling and guided practice with specific feedback before moving to independent practice. Lessons should be augmented to include these key components.
<b>Slide 11</b>	<b>“You do” Next Steps</b>
Handout 3	<p><b>Facilitate</b> discussion of the next steps (record on Handout 3)</p> <p>1. <b>Determine</b> when teachers will teach the planned phonics lesson? (i.e., whole group, small group or with individual students). <b>Provide</b> support to teachers who need modeling and coaching in the classroom.</p>

	<p>2. <b>Discuss</b> how teachers will determine the effectiveness of the explicit lesson.</p> <p>3. <b>Determine</b> a date when you plan to meet and discuss teachers' implementation of the explicit phonics lesson. Be prepared to reflect on the effectiveness of the taught lesson.</p>
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<b>Follow Up</b>	
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Student Work Analysis	<p><b>Facilitate</b> a discussion regarding teachers' ability to plan explicit lessons. <b>Reference</b> overall guiding questions.</p> <ul style="list-style-type: none"> <li>➤ <u>How did you determine the content you would teach?</u> <b>Discuss</b> how you selected appropriate materials and activities to engage the students. As a group, <b>elaborate</b> the effectiveness of the materials and activities used.</li> <li>➤ <u>How did your instruction help all students understand the objective?</u> <b>Discuss</b> the activities that helped you understand how students apply the skills and strategies to authentic reading tasks. <b>Determine</b> how work samples and/or anecdotal notes of student conversations reflect students' growth in application of the taught phonics skill. What is the evidence that indicates students are becoming more proficient in this skill?</li> <li>➤ <u>How did you plan for students who may have difficulty with the objective?</u> <b>Discuss</b> specific students who demonstrated little or no ability to apply the phonics skill. As a group, <b>elaborate</b> how struggling students received support.</li> <li>➤ <u>How did you plan for students who were already proficient with the objective?</u> <b>Discuss</b> specific students who were able to apply the phonics skill proficiently. As a group, <b>elaborate</b> how instruction was differentiated for proficient students.</li> </ul>
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<b>Resources</b>	
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	<p>Blair, T. R., Rupley, W.H., Nichols, W.D. (2007). <i>The effective teacher of reading: considering the "what" and "how" of instruction.</i> (pp. 432-438). International Reading Association.</p> <p>Johnston, Peter (2004). <i>Choice Words: How Our Language Affects Children's Learning.</i> Stenhouse Publishers.</p> <p>Miller, Debbie (2008). <i>Teaching with Intention.</i> Stenhouse Publishers.</p>
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Scarborough, H. (1998). *Early identification at risk for reading disabilities: Phonological awareness and some other promising predictors*. In B. Shapiro, P. Accerdo, and A Capute (Eds.), *Specific reading disability: A view of spectrum* (pp. 75-119). Timonium, MD: York Press.

**Websites:**

<http://www.readinga-z.com/research/phonics.html>

<http://www.nifl.gov/childhood/phonicsIns.html>

<http://www.teachervision.fen.com/skill-builder/phonics/48604.html>