



Literacy Snapshot Module

Explicit Comprehension

Instruction Part 2

Facilitator Notes

Preparation

Facilitator Key	When using the Facilitator’s Guide, note: Bold Print 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><u>Background Knowledge:</u> 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">➤ Prepare and review materials listed.<ul style="list-style-type: none">✓ Download and print session Handouts 1- 5 for participants✓ Common text used for instruction in the next week✓ Computer, speakers and Internet access✓ Projector and screen for group presentations➤ Secure and set up space.➤ Facilitate initial discussion including overall guiding questions. For example: <u><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></u><ul style="list-style-type: none">✓ <u><i>“What do we want all students to know and be able to do?”</i></u>✓ <u><i>“How will we know if students are learning?”</i></u>✓ <u><i>“How will we respond when students do not learn?”</i></u>✓ <u><i>“What will we do when students are already proficient?”</i></u>
Time Frame 	<ul style="list-style-type: none">➤ Initial Discussion (2-3 minutes)➤ Viewing of the Literacy Snapshot (8 - 12 minutes)➤ Next Steps/Discussion (10-15 minutes)

Presentation

Slide 1-2	Literacy Snapshot – Explicit Instruction
	<p>Explain:</p> <ul style="list-style-type: none"> ➤ Each LSM provides examples of skills or strategies that follow these guiding questions: <ul style="list-style-type: none"> ✓ 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. <ul style="list-style-type: none"> ✓ Content is modeled (I do it...) ✓ Participant practices (We do it...) ✓ Participant implements in classroom (You do it...)
Slide 3	Scarborough Rope Model
	<p>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.)</p>
Slide 4	Session Goal
	<p>Read session goal.</p> <p>Participants will apply the explicit instruction format as they plan a well-crafted comprehension lesson.</p>
Slide 5	Session Objectives
	<p>Participants read session objectives.</p> <p>At the end of this session, participants are expected to:</p> <ul style="list-style-type: none"> ➤ Review the components of an explicit lesson; and ➤ Design an explicit comprehension lesson to implement in their classroom. <p>Pause and discuss the lesson objectives.</p>

Slide 6	Research
	<p>Facilitate 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>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ Explicit instruction is often considered the opposite of vague, implicit, or embedded instruction. The word explicit, when attached to the word instruction, implies a more sequential, or rigorous type of instruction when compared with embedded instruction. ➤ Explicitness is a focus on the degree of clarity of a particular lesson. The degree of clarity lies in the learner's constructions and deliberate use of a particular concept, strategy or procedure. ➤ Whether we have been explicit or not can be assessed only after the learning experience, when we are able to determine if students understood what we taught them.
Slide 7 & 8	Review of Explicit Instruction components
 <p>Handout 1a, 1b, 1c</p>	<p>Facilitate the explicit instruction component review game.</p>
Slide 9	"I Do It"
<p>Handout 2</p>	<ul style="list-style-type: none"> ➤ View the lesson. ➤ Facilitate 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"> ✓ How did the teacher explain the lesson to the students? (Stating objective) <p><i>Ms. Conley states, "In real life, we use what we already know to help us understand new things. For example, when we read a story and we learn about new characters we might compare them to characters in a different story or even to a person we know... Compare means to tell how they are alike and contrast is to tell how they are different. We have used a venn diagram before to compare and contrast characters."</i></p> ✓ How did the teacher model for the students? (I do) <p><i>In the introduction, Ms. Conley stated that the students have used a venn diagram before to compare and contrast characters in the past. Since she has taught this skill/strategy before, she</i></p>

	<p><i>moves to the “we do” portion of the lesson.</i></p> <ul style="list-style-type: none"> ✓ How did the teacher provide opportunities for guided practice? (We do) <p><i>Ms. Conley reads a story about Julie and Pete. After reading the story, she asks students to state similarities and differences between the two characters. She records the student responses on her venn diagram. Some of the differences stated in the video are: “Pete likes to play soccer, Pete is a boy, Pete is standing, Julie is a girl.” Some similarities are: “they are both friends and both are kids.” Ms. Conley also points out that the students inferred some of the statements.</i></p> <p><i>Ms. Conley scaffolds her instruction with another story about Snappy and Zeke. She reads the story aloud and distributes cards to children to complete the venn diagram pocket chart. She facilitates discussion about the different statements and where they should be placed.</i></p> <ul style="list-style-type: none"> ✓ How did the teacher assess students’ application of the strategy during independent practice? (You do) <p><i>Then, Ms. Conley asks the students to read a Frog and Toad story and fill out their own venn diagram for the two characters. Due to limited time, the portion where Ms. Conley walks around the room and conferences with individuals was removed.</i></p> <ul style="list-style-type: none"> ✓ How did the teacher conclude the lesson? (Lesson conclusion) <p><i>In conclusion, Ms. Conley shared one student’s venn diagram with the class. Again, due to time management, additional examples of student responses were removed.</i></p>
Slide 10	Check your answers Facilitate the discussion using talking points listed above.
Slide 11	“We Do” Planning an explicit comprehension lesson.
Handout 3 & 4	<p>Facilitate lesson planning session with lesson participants provided. Use Handout 3 and 4 as a guide in this process. Consider the following:</p> <ul style="list-style-type: none"> ✓ How will I explain the lesson to the students? ✓ How will I model for the students? (I do)

	<ul style="list-style-type: none"> ✓ How will I provide opportunities for Guided practice? (We do) ✓ How will I assess students' application of the strategy during independent practice? (You do) ✓ How will I conclude the lesson?
Slide 12	Wrap Up Review the key ideas for this LSM.
Slide 13 Handout 5	<p>Facilitate discussion of the next steps (record on Handout 5)</p> <ol style="list-style-type: none"> 1. Determine when teachers will plan an explicit lesson (i.e., whole group, small group or with individual students). Provide support to teachers who need modeling and coaching in the classroom. 2. Discuss how teachers will know if lesson was explicit. (i.e., exit slip, graphic organizer). 3. Determine a date when you plan to meet and discuss teachers' progress in planning explicit lessons. Bring samples of student work as evidence of students' acquisition of a taught skill or strategy.
Follow Up	
Student Work Analysis	<p>Facilitate a discussion regarding teachers' ability to plan explicit lessons. Reference overall guiding questions.</p> <ul style="list-style-type: none"> ➤ <u>How did you determine the content you would teach?</u> Discuss how you selected appropriate materials and activities to engage the students. As a group, elaborate the effectiveness of the materials and activities used. ➤ <u>How did your instruction help all students understand the objective?</u> Discuss what activities helped you understand how students apply the skills and strategies to authentic reading tasks. Determine how work samples and/or anecdotal notes of student conversations reflect students' growth in application of skill/strategy/concept taught. What evidence indicates students are becoming more proficient in this skill? ➤ <u>How did you plan for students who may have difficulty with the objective?</u> Discuss specific students who demonstrated little or no ability to apply the skill/strategy/concept taught. As a group, elaborate how struggling students received support.

- How did you plan for students who were already proficient with the objective?
Discuss specific students who were able to apply the skill/strategy/concept taught proficiently. As a group, **elaborate** how instruction was differentiated for proficient students.

Resources

Allington, R. L. & Walmsley, S.A. (Eds.) (1995). No quick fix: Rethinking literacy programs in America's elementary schools. New York: Teachers College Press.

Keene, E. O. (2008). *To Understand New Horizons in Reading Comprehension*. Portsmouth: Heinemann.

Miller, D. (2002). *Reading with Meaning, Teaching Comprehension in the Primary Grades*. Portland: Stenhouse.

Miller, D. (2008). *Teaching with Intention Defining Beliefs, Aligning Practice, Taking Action*. Portland: Stenhouse.

Scarborough, H. (2001). Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, And Practice. S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp.97–110). New York: Guilford Press.