



## Evidence-Based Instructional Practices

### *Explicit Teaching and Modeling and the Kentucky Academic Standards for Reading and Writing*

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The [Explicit Teaching and Modeling Overview](#) provides the research base associated with this evidence-based instructional practice.

#### **What are connections between Evidenced-Based Instructional Practice #3: Explicit Teaching and Modeling and the KAS for Reading and Writing?**

Whether teaching the Foundational Skills strand, Informational or Literary Text strands, Language strand or Composition strand, the *KAS for Reading and Writing* provides a progression or grade-by-grade “staircase” of learning expectations that place an equal emphasis on the sophistication of what students read and the skill with which they read. For example, Reading Literature and Reading Informational Text Standard 10 requires students to be able to read with increasing text complexity and incorporates the reading strategies as the foundation to comprehension. The intentionality of this progression makes employing the interrelated evidence-based instructional practices of explicit teaching and modeling ideal for several reasons.

- 1) Teachers are set up to present new learning with the knowledge of the previous year’s learning expectations, allowing them to build on students’ existing knowledge or bridge gaps where understanding is weak or absent.
- 2) Learning is presented in chunks. The progression for a single standard serves as a small chunk, or developmentally appropriate expectation, for each grade level or grade band. Once each grade level or grade band chunk is attained, the small chunks build upon one another to form the large chunk, or guiding principle. At the grade level or grade band standard level, the teacher is able to break the learning into even smaller chunks using the multidimensionality element in order to determine all of the pieces of the standard and how they work together.
- 3) Scaffolding is embedded within the progressions. For instance, Reading Literature and Reading Informational Text Standard 2 allow students to attain the standard with prompting and support, but by grade three, this scaffold is removed. Another example can be found in the Composition Strand for Standard 1: Guidance and support is present through grade three but no longer a scaffold once students reach grade four.

Because the *KAS for Reading and Writing* articulates rigorous grade-level expectations essential to developing a strong infrastructure of essential early literacy skills in order to equip students with the knowledge, skills and dispositions critical to success in later years and, ultimately, for postsecondary readiness, direct instruction and modeling should be utilized with regularity. The

Gradual Release of Responsibility Model as well as modeling and thinking aloud are examples of effective instructional practices teachers can utilize when teaching more abstract reading and writing concepts. The reading literature and reading informational text strands introduce abstract concepts as early as kindergarten. One example is inferencing. Inferencing is introduced in kindergarten rather than waiting until grade 3 as in the previous standards document. The standards also address the need to teach comprehension strategies beginning in kindergarten and continuing through grade 12 because of their importance in aiding comprehension. Changes like these provide intentional opportunities for students' critical thinking skills to begin developing much sooner than before and promotes the activation of those skills as students learn to process the meaning of texts through comprehension and analysis in early primary. Explicit instruction and modeling are especially effective approaches to helping all learners, especially our youngest learners, develop strong comprehension and critical thinking skills needed to analyze text.

**What are planning considerations for the successful implementation of the Evidenced-Based Instructional Practice #3: Explicit Teaching and Modeling to ensure that all students have equitable access and opportunity to learn the standards contained in the *KAS for Reading and Writing*?**

- Design pre-assessments with consideration of the previous grade-level standard(s) as well as the current standard(s). Study the multidimensionality of the grade-level standard to ensure all parts of the standard are addressed on the pre-assessment.
- Ensure students know the learning goal(s) early in the lesson, and refer back to the goal throughout the lesson. Remember, learning goals should not be text specific.
- Develop instructions for tasks and explanations of content and concepts based on the results of the pre-assessment, intentionally addressing misconceptions and learning gaps clearly and in small chunks and checking for understanding along the way. When students demonstrate they already know specific content, learning can be presented in larger chunks.
- Model processing content strategies (thinking hats, jigsaw, think-pair-share, etc.) before asking students to utilize them for learning. Consider modeling the steps of the strategy one at a time and practicing parts one at a time before putting them together. It is also important to select processing content strategies that only require students to engage in skills or strategies they know how to do. For example, if they will be making predictions or summarizing information as part of the learning process, they must already know how to make predictions and summarize.
- Model a variety of ways of recording and representing new knowledge and explicitly say when particular methods may be more suitable and why. Provide intentional time to practice the different ways and time to select and utilize students' preferred method.
- Utilize teacher created work samples or remove names from former students' reading responses and compositions to serve as models for what to do or not to do. Students can learn to revise, add evidence, cite accurately, identify tone, employ writing techniques and much more by using work samples.

- Think aloud to demonstrate not what to think, but to provide opportunities for students to learn how to activate their own thinking. Thinking aloud can be used in most any reading or writing scenario. The teacher becomes the reader or the writer, explicitly and intentionally saying what she or he is thinking while reading or writing – usually in real time. This thinking should also include an explanation for why the reader or writer is making the decisions she or he is making.
- Provide multiple opportunities to practice a new skill or strategy, with monitoring and feedback, before expecting students to perform well independently. Practice may occur first in familiar texts and then gradually move to less familiar texts. Expect more monitoring and feedback to be necessary when students are learning to comprehend and perform analysis in less familiar texts due to the increased cognitive load.

**What strategies and resources can support the implementation of Evidence-Based Instructional Practice #3: Explicit Teaching and Modeling within the *KAS for Reading and Writing*?**

Section 1F: Additional Instructional Implications, located within the [Getting to Know the KAS for Reading and Writing](#) module, presents an overview of additional instructional implications that may need to be addressed at the district, school and/or team/department level. Participants are given time to explore critical practices embedded in the *KAS for Reading and Writing*, such as building and applying knowledge, exposing students to a variety of appropriately complex texts, 21<sup>st</sup> Century Literacy and writing across disciplines. These areas may be accessed through explicit instruction and modeling, which we know are especially effective approaches to helping all learners develop strong comprehension and critical thinking skills needed to analyze text. Refer to Section 1F of the [Facilitator's Guide: Getting to Know the KAS for Reading and Writing](#) for step-by-step instructions.

KDE's [Balanced Assessment Professional Learning Series Modules](#)

This professional learning series supports educators in leveraging quality assessment practices in order to effectively implement the standards and support all students in achieving their learning goals. Within this series, Module 2 and 5 are recommended to support a teacher with explicit teaching and modeling.

- [Module 2: Understanding Formative Assessment](#) This module builds a common understanding of formative assessment practice. The module defines formative assessment and takes a closer look at the assessment cycle in the formative assessment process. In addition, the module focuses on taking a closer look at developing student ownership through building a culture of formative assessment practices in the classroom. A [Facilitator's Guide](#) is provided to assist in the facilitation of this module.
- [Module 5: Reading & Writing Interpreting Evidence of Student Learning](#) This module focuses on interpreting evidence of student learning throughout a lesson and developing specific strategies to engage students in interpreting their own progress

toward Learning Goals and Success Criteria. A [Facilitator's Guide](#) is provided to assist in the facilitation of this module.

The Institute of Education Sciences [What Works Clearinghouse](#) utilize research/evidence to provide educators with specific recommendations to address education challenges, specifically the literacy practice guides. These offer a variety of evidence-based recommendations for addressing common instructional challenges teachers face when teaching reading and writing in grades K-12. Review the link for more ideas on how to implement explicit teaching and modeling practices.

[Read Write Think](#) powered by the National Council of Teachers of English provides access to high quality practices in reading and language arts instruction by offering effective, free classroom and professional learning resources. Teachers can search by learning objectives such as comprehension or critical thinking, by grade level or topic. Utilize the site to find practices that use explicit teaching and modeling to assist in instructional design decisions.