

# THE MAGIC IS IN THE INSTRUCTION:

## Design of Instruction

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## General Lesson Design

- Opening
- Body
- Closing

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- Opening
  - Attention
  - Review
  - Preview
- Body
- Closing
  - Review
  - Preview
  - Independent Work

## General Lesson Design

### Lesson Opening - Attention

#### Attention

- Provide a **verbal cue** such as
  - “Listening”
  - “We are going to begin”
  - “Eyes and ears on me”
- Follow the verbal cue with **silence**
- Regain attention throughout the lesson

## General Lesson Design

### Lesson Opening - Review

#### Review

- Review **content** of previous lessons.
- Review **necessary prerequisite skills (preskills)** for target skill or strategy being taught.
- Review **background knowledge** needed for today's lesson.
- Review must be **interactive**.
- Review should include **retrieval practice**.

## Body –

### What we teach:

1. Facts and information (What we know)
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

**FACTS AND KNOWLEDGE**

## Facts and Knowledge - Why

- Background knowledge of text has a major impact on whether or not a reader can comprehend text.  
Anderson & Pearson, 1984; Bransford, Stein, & Shelton, 1984; Wilson & Anderson, 1986;
- Across grades and reading ability, prior knowledge of subject area and key vocabulary results in higher scores on reading comprehension measures.  
Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980

## Explicit Instruction of Facts/Information

### Explicit Instruction of Facts/Information

**Attend**  
**Intend**  
**Rehearse**  
**Retrieve**

(organize)

## Land – Antarctica



- Twice the size of Australia
- South Pole in Antarctica

## Land – Antarctica



- ice covers all but 2.4% of land
- 90% of ice found on the earth is in Antarctica

## Climate – Antarctica



- coldest place on earth
- never above freezing
- windiest place on earth

## Climate – Antarctica



precipitation – driest place on earth

desert – Antarctica is considered a desert because it receives very little rain or snow.

## SKILLS AND STRATEGIES

### Provide Systematic Instruction

#### Explicit Instruction of Skills/Strategies

Demonstration	<b>I do it.</b>	<i>My turn.</i>
Guided Practice	<b>We do it.</b>	<i>Let's do this together.</i>
Check Understanding	<b>You do it.</b>	<i>Your turn.</i>

## Comprehension Strategy

### Paragraph Shrinking

1. **Name the who or what.**  
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

**(Optional: Record your main idea sentence.)**

(From the PALS program by Fuchs, Mathes, and Fuchs)

## Provide Systematic Instruction

### Model (I do it.) *“My Turn.”*

- **Show**
  - Proceed step-by-step.
  - Exaggerate the steps.
- **Tell**
  - Tell students what you are doing.
  - Tell students what you are thinking.
- **Gain Responses**
  - What they already know.
  - Repeating what you tell them.

## Strategy – I do it.

### The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

## Provide Systematic

- **Prompt (We do it.) *“Let’s do ---- together.”***
  - Prompt by doing behavior at the **same time**.
- OR
- Prompt **verbally**.
    - Guide or lead students through the strategy.
    - Step - do - Step - do - Step - do - Step - do
    - Gradually fade your prompt.

## Strategy – We do it.

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also the windiest place in the world.

## Strategy – You do it.

### Check for understanding. (You do it.)

- Verify students' understanding before independent work is given.
- Carefully monitor students' responses.
- Continue until students are consistently accurate.

## Strategy – You do it.

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

## VOCABULARY AND CONCEPTS

## Explicit Vocabulary Instruction

### Vocabulary is related to reading comprehension.

“Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

(Osborn & Hiebert, 2004)

## Explicit Vocabulary Instruction

- “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.”

(Marzano, 2001, p. 69)

- .97 effect size for direct teaching of vocabulary related to content attainment

(Stahl & Fairbanks, 1986)

- Hattie Effect Size for Vocabulary Programs 0.67

## Vocabulary Instructional Routine

### Step 1: Introduce the word’s pronunciation.

### Step 2: Introduce the word’s meaning.

### Step 3: Illustrate the word with examples.

(and non-examples when helpful)

### Step 4: Check students’ understanding.

## Vocabulary Routine

### Step 1. Introduce the word’s pronunciation.

- Display the word.
- Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word.

*Introduce the word with me.*

This word is protect. What word? *protect*

Tap and say the parts of the word? *pro tect*

Again. *pro tect*

## Vocabulary Routine

### Step 2. Introduce the word's meaning.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

To **protect** someone or something means to prevent them from being harmed or damaged. So when we keep someone from being harmed or damaged we \_\_\_\_\_. *Protect them.*

## Vocabulary Routine

### Step 3. Illustrate the word with examples.

- a. Concrete examples
- b. Visual examples
- c. Verbal examples

## Vocabulary Routine



This father penguin will **protect** his chick from harm.

## Vocabulary Routine



This special car seat will **protect** the baby. If there is an accident, he is less likely to be hurt.

## Vocabulary Routine

### Step 3. Illustrate the word with examples.

- a) Concrete examples
- b) Visual examples
- c) Verbal examples

*Present the verbal examples with me.*

The father penguin takes care of the egg after it is laid. He **protects** the egg.

Human parents try to **protect** their children.

## Vocabulary Routine

### Step 4. Check students' understanding.

#### Option #1. Ask deep processing questions.

*Check students' understanding with me.*

What are some ways that human parents can **protect** toddlers at a park?

*Begin by saying:*

At a park, parents can protect toddlers by.....

## Vocabulary Routine

### Step 4. Check students' understanding.

#### Option #2. Have students discern between examples and non-examples.

*Check students' understanding with me.*

Tell me **protect** or **not protect**.

A parent carefully watches his toddler at the park. **protect**

A parent reads a book as his toddler plays in the park.  
Looking up occasionally. **not protect**

## Vocabulary Routine

### Step 4. Check students' understanding.

#### Option #3. Have students generate their own examples.

*Check students' understanding with me.*

*Make a list of ways that a human parent might **protect** a toddler.*

## Before Reading - Vocabulary



protect  
protecting  
protection  
protector

This mother must **protect** her child. She is **protecting** her frightened child. Her child feels safe during the storm because of her mother's **protection**. Her mother is a great **protector**.

Let us remember:

**How well we teach = How well they learn**